



STUDENT EQUITY PLAN

2015 - 2016



SADDLEBACK COLLEGE STUDENT EQUITY PLAN

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SADDLEBACK COLLEGE

Student Equity Plan Signature Page

District: SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

Board of Trustees Approval
Date: _____

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

[Signature]

tburnett@saddleback.edu

Tod A. Burnett, Ed.D., College President

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 CCCCCO.

[Signature]

chilton@saddleback.edu

Carol Hilton, VP, College Administrative Services

Email

[Signature]

dfitzsimons@socccd.edu

Debra L. Fitzsimons, Vice Chancellor, Bus. Serv's

Email

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

[Signature]

javalos@saddleback.edu

Juan Avalos, Ph.D., VP, Student Services

Email

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

[Signature]

kwerle@saddleback.edu

Kathy Werle, Ph.D., VP, Instruction

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]

bstephens@saddleback.edu

Blake Stephens, Academic Senate President

Email

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]

pbonkowski@saddleback.edu

Paul Bonkowski, Classified Senate President

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]

williamvasseti@gmail.com

William Vassetizadeh, ASG President

Email

[Signature]

gguy@saddleback.edu

(949) 582-4738

[Georgina Guy, Psy.D., Student Equity
Coordinator/Chair]

Email

Phone

Executive Summary

INTRODUCTION AND BACKGROUND

ABOUT SADDLEBACK COLLEGE

Saddleback College is one of the two colleges that comprise the South Orange County Community College District. Located in Mission Viejo, Saddleback College began offering classes in 1968. The college serves the communities of Lake Forest, Mission Viejo, Laguna Niguel, Rancho Santa Margarita, San Juan Capistrano, Laguna Beach, and San Clemente, as well as a large unincorporated area of the county. Located at the approximate midpoint between Los Angeles and San Diego. The campus sits on a 200 acre hillside close to the coast, mountains and desert. The area is largely suburban with both multi- and single family homes.

The accreditation agency (ACCJC/WASC) reaffirmed the college's accreditation in 2010; the next accreditation visit will occur in 2016.

Saddleback College is the postsecondary educational anchor of South Orange County, offering over 200 programs of study to 40,000 students a year. In 2012-13, Saddleback awarded 2440 degrees and certificates and prepared and transferred 3500 students to 4-year universities. Over its 46-year history, Saddleback has developed a wide array of occupational and career and technical education (CTE) programs.

The number one priority of the College is student success. From its renowned educational programs to its stellar student services, Saddleback College works tirelessly to ensure that students learn and achieve their goals, whether that be improving their English abilities, transferring to a four-year university, or retooling for a new career. To serve the diverse needs of our students, the College offers courses in a variety of formats (face-to-face, online, hybrid, full term, and short term) and at multiple locations.

Saddleback College is enthusiastic in developing a Student Equity Plan which will transform services by recommending best practices, activities and interventions to better serve students on campus. The college is committed to utilizing a participatory governance structure, which includes administrators, faculty, students and classified staff. The disproportionate impact within the targeted populations will be validated with data collected by our Office of Research. The Student Equity plan will remain a living document which will guide us annually provide students with interventions that will support student success and academic goals.

Target Populations:

Saddleback College aligned its target populations with those required for plan development. As a result, our plan was drafted for the following groups:

- American Indians or Alaska Natives
- Asian or Pacific Islanders
- Blacks
- Hispanics
- Whites
- Men
- Women
- Person with Disabilities
- Current foster youth
- Low-income students
- Veterans

Disproportionate Impact Summary of Findings

Major Disproportionate Impact (PI ≤ .70):
Course Completion Indicator:
<i>None</i>
ESL & Remedial English and Math Indicator:
➤ ESL Completion:
<i>Age (35 to 39)</i>
<i>Age (40 to 49)</i>
<i>Age (50+)</i>
➤ Remedial English Completion:
<i>Ethnicity (Pacific Islander)</i>
➤ Remedial Math Completion:
<i>Ethnicity (African-American)</i>
Degree and Certificate Completion Indicator:
➤ 30-Units Rate Completion:
<i>Age (35 to 39)</i>
➤ Persistence Rate Completion:
<i>None</i>
➤ Student Progress and Attainment Rate (SPAR) Completion:
<i>Age (20 to 24)</i>
<i>Age (25 to 29)</i>
<i>Age (35 to 39)</i>
<i>Age (40 to 49)</i>
Transfer Velocity Indicator:
<i>Age (35 to 39)</i>
<i>Age (50 +)</i>
<i>Ethnicity (Pacific Islander)</i>
<i>CalWORKs Students</i>

Access Indicator:
<i>Age (35 to 39)</i>
<i>Age (40 to 49)</i>
<i>Age (50+)</i>
<i>Disabled Students</i>
<i>Economically Disadvantaged Students</i>
<i>Veterans</i>
<i>Foster Youth</i>

Moderate Disproportionate Impact (PI= .71 - .85)
Course Completion Indicator:
<i>Ethnicity (African-American)</i>
<i>Ethnicity (Pacific Islander)</i>
ESL & Remedial English and Math Indicator:
➤ <u>ESL Completion:</u>
<i>Ethnicity (Hispanic)</i>
➤ <u>Remedial English Completion:</u>
<i>Age (40 to 49)</i>
<i>Age (50+)</i>
<i>Ethnicity (African-American)</i>
<i>Ethnicity (Hispanic)</i>
➤ <u>Remedial Math Completion:</u>
<i>Ethnicity (Hispanic)</i>
Degree and Certificate Completion Indicator:
➤ <u>30-Units Rate Completion:</u>
<i>Age (20 to 24)</i>
<i>Age (40 to 49)</i>
<i>Ethnicity (American-Indian/Alaskan Native)</i>
➤ <u>Persistence Rate Completion:</u>
<i>Age (17 or Less)</i>
<i>Age (20 to 24)</i>
<i>Age (35 to 39)</i>
➤ <u>Student Progress and Attainment Rate (SPAR) Completion:</u>
<i>Age (50+)</i>
<i>Ethnicity (African-American)</i>
Transfer Velocity Indicator:
<i>Age (20 to 24)</i>

<i>Age (25 to 29)</i>
<i>Age (30 to 34)</i>
<i>Age (40 to 49)</i>
<i>Ethnicity (African-American)</i>
<i>Ethnicity (American Indian/Alaskan Native)</i>
<i>Ethnicity (Hispanic)</i>
Access Indicator:
<i>Gender (Male)</i>
<i>Ethnicity (White Non-Hispanic)</i>

Mild Disproportionate Impact (PI= .86 - .99)

Course Completion Indicator:
<i>Gender (Male)</i>
<i>Age (18 &19)</i>
<i>Age (20 to 24)</i>
<i>Age (25 to 29)</i>
<i>Ethnicity (American Indian/Alaskan Native)</i>
<i>Ethnicity (Hispanic)</i>
<i>Ethnicity (Multi-Ethnicity)</i>
<i>DSPS Students</i>
<i>Veterans</i>
<i>Foster Youth</i>

ESL & Remedial English and Math Indicator:
➤ <u>ESL Completion:</u>
<i>Gender (Male)</i>
<i>Disabled Students</i>
➤ <u>Remedial English Completion:</u>
<i>Gender (Male)</i>
<i>Age (20 to 24)</i>
<i>Age (25 to 29)</i>
<i>Age (35 to 39)</i>
<i>Ethnicity (American Indian/ Alaskan Native)</i>
<i>Disabled Students</i>
<i>Economically Disadvantaged Students</i>
<i>Foster Youth Students</i>
➤ <u>Remedial Math Completion:</u>
<i>Gender (Male)</i>
<i>Age (18 & 19)</i>
<i>Age (20 to 24)</i>
<i>Age (25 to 29)</i>
<i>Ethnicity (Pacific Islander)</i>

Economically Disadvantaged Students

Degree and Certificate Completion Indicator:

➤ **30-Units Rate Completion:**

Gender (Male)

Age (25 to 29)

Age (30 to 34)

Age (50+)

Ethnicity (African-American)

Ethnicity (Hispanic)

➤ **Persistence Rate Completion:**

Gender (Male)

Age (25 to 29)

Age (40 to 49)

Ethnicity (African-American)

Ethnicity (American Indian/ Alaskan Native)

Ethnicity (Hispanic)

Economically Disadvantaged Students

➤ **Student Progress and Attainment Rate (SPAR) Completion:**

Gender (Male)

Age (18 & 19)

Age (30 to 34)

Ethnicity (American Indian/ Alaskan Native)

Ethnicity (Hispanic)

Ethnicity (Pacific Islander)

Disabled Students

Economically Disadvantaged Students

Veterans

Transfer Velocity Indicator:

Gender (Male)

Gender (Unknown)

Age (18 & 19)

Ethnicity (Filipino)

Disabled Students

Access Indicator:

Gender (Male)

Age (19 and Less)

Ethnicity (Filipino)

Disabled Students

Goals:

Once we identified disproportionate impact within each indicator, as demonstrated by data within each subgroup, goals and interventions were established to address strategies required to assist student achievement rates within the indicators.

• Activities:**• ACCESS:****• AGE (30-39, 40-49, +50)**

- Survey students within the three subpopulation of Age at Saddleback College to uncover factors that challenged and enhanced their academic experiences at the college.
- Saddleback College will hire one Program Outreach Specialist and Outreach Student Equity Project Specialists to target outreach efforts to the Adult Education community by providing information regarding the matriculation process, financial aid, residency, counseling and other support services that are offered at Saddleback College. This position will recruit and onboard students who would be interested in Adult Education (noncredit course), Career Technical Education, Associate Degrees or Transfer degree. It will focus its outreach efforts in the community and the college target Adults in the disproportionate groups (Adult School programs in the Saddleback Valley Unified School District, Community Centers, Community Libraries, Educational Fair and Saddleback College ESL classes).
- As High Schools Adult Education programs begin its merge with community colleges as part of the AB 86 initiative, Saddleback College will hire a stipend, full time faculty (non-instructional) position to develop and review of new non-credit curriculum for courses sought out by the adult community.
- The Re-Entry Center is structured to reach its goals by offering advising, resources, referrals, support groups, and scholarships to returning students. In order to help the efforts of the center, we will house a Part-time counselor aim specifically to help meet the educational needs of adult students.
- Hire a stipend personnel that will oversee the ongoing planning of the Activities, Goals and Evaluation of the Access Indicator target populations.
- Provide professional development funding for collegewide personnel to attend training, seminars, workshops, conference or any other event that is identified as a professional development activity by the SEP Chair and/or administrator.

- **ECONOMICALLY DISADVANTAGED**
 - Conduct a survey in order to identify the nature of students' economic barriers such as time management, academic and/or vocational goals or other challenges that face this target group.
 - Develop campaigns to effectively communicate and educate students of financial assistance and college resources with new innovated materials such as, updated handouts, videos, in-person orientations/workshops and multilingual resources. Further, an SEP Financial Aid Specialist along with SEP Financial Aid Ambassadors/ outreach Aides will provide outreach activities focused on financial resources available to students, including specialized populations, EOPS, CalWORKs, DSPS, VETS, Active Military, Foster Youth, and High Schools and ROP programs in the Saddleback College service area.
- **VETERANS**
 - Hire a VETS Program Outreach Specialist to provide Saddleback College information regarding the matriculation process, residency, GI Bill, VA assistance, counseling and other support services to the VETS population at north base Camp Pendleton, the Wounded Warriors Battalion, and southern region of the Saddleback College feeder area. This position will also focus on efforts to develop campaigns such as videos, presentation/orientations and update flyers that will communicate college resources more effectively for the disproportionately impacted group.
 - In efforts to improve our student support services, we will expand counseling services to active military and Veterans at various locations such as, Camp Pendleton and the southern region of the Saddleback College feeder area. By incorporation one to two part-time Veterans counseling positions it will improve capacity (quality and quantity).
- **COURSE COMPLETION**
 - **ETHNICITY** (African Americans)
 - Organize focus groups of African-American students to better understand the needs of the African-American student population. Utilize focus group discussions to collect opinions about on-campus support, use of programs, the impact of college Student Success and Student Equity's efforts, etc. Focus groups will be led by Research and Planning.
 - Provide resources for college-wide professional development to train faculty and staff on how to assist African-American students in overcoming barriers that impede course completion.
 - Institute first-year experience learning communities that will link counseling courses in math and English courses. Students will move

through the first year as a cohort while linked to a supportive counseling course.

- Deliver outreach to African-American students to encourage participation in student services dedicated to course completion, including: Counseling, tutoring, and learning communities. Students will receive outreach through in-person contact with counselors/student mentors, emails, and nudges.
- Hire SEP research manager funded 100% through SEP.
- Hire additional peer mentors (of similar ethnic/racial background) to improve student support in the learning communities and throughout campus.

- **ESL AND BASIC SKILLS COMPLETION**

- **AGE (35-39, 40-49, 50+/BSI-ESL, 40-49, 50+/BSI-English)**

- Confirm whether students are taking ESL courses for social rather than academic reasons: Determine educational goals of the students in the identified group, as well as the number/percentage who are enrolled in college-level ESL or college-level English; who have enrolled only in ESL classes; who are still enrolled at Saddleback; and the number/percentage of students who stayed at Saddleback for more than one year.
 - Determine their employment status and the number of hours employed per week. Investigate if students are applying for financial aid, and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.).
 - Investigate if students are entering the workforce immediately after attending Saddleback.
 - Determine if they are taking only 30 units and leaving upon disqualification for further financial aid, or if they are taking one or two classes.
 - Determine the percentage of students who are impacted by external factors (e.g., family barriers and crises).
 - Educate faculty and staff about expanding services available (financial aid, tutoring, etc.) for students in this age group.
 - Counselors outreach to ESL classes to encourage use of services.

- Financial aid workshops for students interested in Financial Literacy.
 - Consider developing a community education platform for students who just want to take a course for social reasons.
 - Continue to extend hours of LRC (Learning Resource Center) on campus (earlier before classes meet and later into the evening, from 8 am – 8 pm) and Saturday morning tutoring (9 am-2 pm).
 - Establish an online tutoring platform.
 - Extend the online tutoring platform to include instructor office hours. Connect with faculty from ESL to begin offering office hours online through this platform.
 - During the in-person ESL group advisement, not only have a counselor conduct the advisement, but also have an ESL instructor present.
 - Consider alternative locations and times of ESL courses.
 - Create a learning community with the Advanced ESL courses and the Counseling 160 course.
 - Enhance Career and Job Placement Services to include developing resumes, cover letters, interviewing skills, internships, customer service skills, and job training, etc....
- **ETHNICITY** (African American/BSI-English, African American/BSI- Math, Pacific Islander/BSI-English, Hispanic/BSI-Math)
 - Create 1 part time (20hr/week), student equity case managers who will meet with the aforementioned cohort on a weekly basis in order to connect students with resources on campus, including but not limited to academic/student support services: counseling, financial aid, EOPS, DSPS, library services, tutoring services, mental/emotional health support, counseling, and health center. Additionally, the case manager will meet with students on a weekly basis and provide academic support by ensuring students are prepared for quizzes, exams, essays, and other academic activities for their course offerings.
 - Create 1 full time (40hr/week), student equity case managers who will meet with the aforementioned cohort on a weekly basis in order to connect students with resources on campus, including but not limited to academic/student support services: counseling, financial aid, EOPS,

DSPS, library services, tutoring services, mental/emotional health support, counseling, and health center.

- *(This full time position will support both the efforts and goals of both the ESL/BSI and Completion cohorts).*

- **DEGREE & CERTIFICATE**

- **AGE** (20-24, 25-29, 35-39, 40-49)

- Conduct qualitative research on the particular needs of students who start college for the first time one or more years after graduating from high school (“gap” students) such as financial needs, childcare needs, time constraints due to work schedules, etc. This can be done, in part, by adding questions to the biannual student survey from targeted populations.
 - Identify the negative impact from GI Bill max. period (36 months) on Veterans’ Degree and Certificate completion rate by coordinating closely with Veteran’s Office.
 - Align the local GE pattern with Title 5, to comply with CSU and IGETC GE regulations (18 units).
 - Expand peer-led Supplemental Instruction programs targeted specifically for this age group.
 - Create a peer mentor program, using AVID model, targeted specifically for this age group.
 - Create “Fast Track Pathway” activities modeled after the Freshman Advantage but targeted towards the “gap” students.

- **TRANSFER**

- **ETHNICITY** (Hispanic)

- Develop mentoring, campus visit and community service opportunities for Hispanic students with a focus on transfer.
 - The Chicano, Latino, Access, Success & Empowerment (CLASE) Transfer Mentor Program will be a peer-to-peer mentoring program in which current students (with more than 40 units) and alumni who have recently transferred will provide mentoring and develop programs for new Hispanic students with a focus on providing transfer access, transfer success & transfer empowerment.
 - In addition, Chicano/a-Latino/a students with Spanish speaking parents will be included in a summer transfer overview meeting conducted in Spanish (*Una Tarde: Exitos*).
 - Students, parents and siblings will be invited. Refreshments were provided for the inaugural *Exitos* event by the Transfer Center and a Spanish-speaking counselor from the Transfer Center will be present to answer transfer related questions of a technical nature.

- **AGE (35-39, 50+)**
 - There exists a drop in Transfer Velocity after six years for students who begin college after reaching age 20.
 - Research will be conducted on students who enter college at age 20 and older to determine their college goals, needs and possible activities to facilitate transfer for this group.
 - Suggested research activities include surveys, interviews, focus groups and exit surveys for those who withdraw from classes.

- **DISABILITY STATUS**
 - Conduct research to help determine why students with disabilities are transferring at a lower rate after six years than students without disabilities.

 - Conduct transcript studies to determine possible drop off points and possible gatekeeper courses.

 - Survey students when they withdraw from classes to determine reasons for class changes or withdrawals.

 - Work with Disabled Students Programs and Services (DSPPS) and the Career Center to determine ways that the Transfer Center can collaborate with this and other services to increase transfer opportunities for this student population.

 - Explore options for speakers directed at transfer and career opportunities for students with disabilities.

 - Educate faculty and counselors on careers/majors for students with disabilities.

PLANNING COMMITTEE AND COLLABORATION

Planning Committee and Collaboration

The Student Equity Plan originated with the Vice-President of Student Services (VPSS). The VPSS placed a campus-wide call for participation in the Student Equity Plan (SEP). He then met with those who responded and from the meeting the members decided who was to serve as the chair for the SEP. Originally it was a co-chair structure, however, soon after the initiation of the SEP process began, the structure changed to have one person be the SEP chair and five core-team leaders. The core-team leaders were structured by SEP indicators. We had a core-team for Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion and Transfer. Each core team leader recruited participants from different groups on campus that included faculty, students, classified and managers. Some of the participants represented a multitude of areas campus wide. We had faculty from instruction (credit and non-credit) and student services. Students were also included as well as the director of student life, outreach, enrollment, financial aid, EOPS, CalWOKSs and DSPS to name a few. The SEP chair provided research to the groups and had the researcher meet with each group to interpret and clarify the data to the groups. The groups devoted a considerable amount of time to: (1) analyzing the data of the targeted population groups on each of the Student Equity Plan indicators; (2) reviewing the data and the disproportionality in general and on the performance of those in the underrepresented populations; (3) developing strategies to bridge the gap of disproportionality identified; (4) proposing a framework for developing a comprehensive program that would have a high likelihood of significantly increasing the success rates of students on each of the Student Equity Plan outcome measures. Based on the extensive research and analysis, the working groups proposed comprehensive student success strategies that incorporated components of existing interventions that have proven to be effective. In addition, many of the members reviewed the Administration Unit Reviews from programs that typically serve the student population identified as disproportionately impacted and the overarching goals of our Strategic Plan at Saddleback College. The team members were intentional in their recommendations as every core-team had representation from various participatory groups, administrators and students.

Multiple opportunities exist on campus to collaborate with departments in Student Services and Instruction. For example, the Coordinator of EOPS/CARE served as a core-team-lead. His group analyzed the SEP data and recommended interventions to address the disproportionality for the access indicator. Further, the access group reviewed data that showed disproportionality for our Veterans. The group recommended to hire a researcher to desegregate and provide us with clarity about the needs of our vet's student population.

The Learning Resource Center is another pillar for the success of our students. The Director of the Learning Resource Center is a member in several of the core teams. The collaboration with the center was to increase their operational hours to serve our re-entry students and older adults who showed to have a disproportionate impact on our SEP data. Another group that was identified as disproportioned is the African American students.

The LRC submitted several proposals with interventions addressing how to best serve this student population in order to have a positive impact in closing the gap.

Many of our students receive basic skills instruction through the college's instructional program. The college offers a variety of Basic English skills and math courses every semester. Once a student's Math, English, and Reading skills are assessed, the counselors assist students in selecting the appropriate classes. Students receive tutoring services through the college's Learning Resource Center. Students are advised of the free tutoring available to every Saddleback College student by counselors and staff. During orientations and in individual counseling sessions, students are encouraged to take advantage of the service. In addition, the math department mentors are available to work with student groups identified in our SEP.

Saddleback College's goal is for our SEP to be aligned with major planning efforts on campus such as our Strategic Plan and SSSP. One of the efforts is to improve the efficiency of the college-wide communication and marketing strategies through a centralized system. The strategy is to enhance communication with students and faculty to include the latest technology. Another strategy that aligns with our Strategic Plan and Student Success is implementing a system of tracking student's progress towards course completion and improve the percentage of students completing degree and certificates. Furthermore, other SEP strategies are to increase access for the populations with major disproportionality through counseling, the matriculation and orientation process as prescribed in the Student Success Act. Our overarching goal is to establish a comprehensive and efficient system to effectively identify, review, revise and implement SEP strategies with the targeted populations and embed the efforts campus-wide. Working together and collaborating with different departments on campus reduces duplication of services and maximizes the funding without supplanting.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Dr. Georgina Guy	Interim Dean, Counseling Services	Student Equity Chair
Dr. Juan Avalos	Vice-President, Student Services	Administration
Hollis Casey	Generalist Counselor	Course Completion Core Team Lead
Ken Lee	Horticulture Instructor	Degree & Certificate Completion Core Team Lead
Orlantha Nin	Transfer Center Coordinator	Transfer Core Team Lead
Efren Rangel	EOPS/CARE/CalWORKs Coordinator Substitute	Access Core Team Lead
Deanna Valdez	Mathematics Instructor	ESL & Basic Skills Core Team Lead
Nicole Ortega	Director, Research, Planning, Accreditation	Research Representative
Andrea McGinley	Financial Aid Specialist	Classified Representative Member
Audra DiPadova	Director, Student Life	Member
Nina Alavi	Student	Student Representative Member
Christian Alvarado	Interim Dean, Enrollment Services	Access Member
Estella Castillo-Garrison	Dean, Community Education, Emeritus Institute, K-12 Partnerships	Access Member
Ann Marie Breslin	Learning Disability Specialist/Counselor	Access Member
Michelle Gustafson	Counselor	Access Member
Loma Hopkins	DSPS Counselor	Access Member
Leslie Humphrey	Director, Outreach and Recruitment	Access & Course Completion Member
Terence Nelson	Dean, Transfer, Career & Special Programs	Access Member
Kolin Williams	Veterans/Generalist Counselor	Access Member
Doug Barr	Counselor	Course Completion Member
Frank Gonzalez	Mathematics Instructor	Course Completion & Transfer Member
Carolyn Seaman	Librarian	Course Completion Member
Penny Skaff	Student Success & Support Program (SSSP) Coordinator/Counselor	Course Completion Member
Deb Watt	Part-time Counselor	Course Completion Member
Marina Aminy	Interim Dean, Online Ed. & Learning Resources	ESL/Basic Skills Completion Member
Stevie Daniels	ESL Instructor	ESL/Basic Skills Completion Member
Christina Hinkle	Director, Learning Assistance	ESL/Basic Skills Completion Member
Sumaya McCleave	Mathematics Instructor	ESL/Basic Skills Completion Member

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Suzie Bugay	Curriculum Specialist	Degree & Certificate Completion Member
Raj Dhillon	Senior Lab Technician-Automotive	Degree & Certificate Completion Member
Elizabeth Horan	Distance Learning Librarian	Degree & Certificate Completion Member
Mitchell Inokuchi	Student	Degree & Certificate Completion Member
Hochin Moon	Part-time Counselor	Degree & Certificate Completion Member
Veronica Obermeyer	Drawing/Computer-Mediated Art	Degree & Certificate Completion Member
Heidi Ochoa	Speech Instructor/Forensics Coach	Degree & Certificate Completion Member
Brooke Sauter	Senior Administrative Assistant	Degree & Certificate Completion Member
Valerie Senior	Instructional Technologist	Degree & Certificate Completion Member
Dennis Stachelski	Financial Aid Specialist	Degree & Certificate Completion Member
Karen Taylor	Graphic Communications Instructor	Degree & Certificate Completion Member
Lisa Tran	Counselor	Degree & Certificate Completion Member
Barbara Benavides	Senior Transfer Center Specialist	Transfer Member
Mariana DeSaracho	Counselor	Transfer Member
Mike Long	Counselor	Transfer Member
Doris Muchirahondo	Senior Admissions & Records Specialist	Transfer Member
Alannah Rosenberg	Economic Instructor	Transfer Member

Student Equity Plan: Data Tables for Year Two

Executive Summary:

In November 2002, the Board of Governors (BOG) adopted the recommendations of the Task Force on Equity and Diversity to implement title 5 regulations requiring colleges to develop a Student Equity Plan. Regulations require that the plan must address increasing access, course completion, English as a Second Language (ESL) and basic skills completion, degrees and certificates, and transfer, for at a minimum, the following student population groups who may be disproportionately impacted by college practices, programs or services: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, persons with disabilities, current foster youth, low-income students and veterans.

In Spring 2014, a taskforce was developed to examine student equity at Saddleback College. The student equity plan focuses on promoting student success for all students, regardless of race, gender, age, disability, economic circumstances, veterans status or foster youth. The intention of student equity is to conduct research to determine if all student subgroups are achieving success and to develop goals and activities to address any disparities. Based on Title 5 requirements, colleges have been directed to do an evaluation of the student equity plan's five student success indicators (Access, Transfer, ESL and Basic Skills Completion, Course Completion, and Degree/Certificate Completion) to assess whether there is a disproportionate impact among certain sub populations.

Disproportionate impact (DI) occurs when “the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.” [Title 5 Section 55502(d)] Simply, DI identifies any performance gaps for targeted populations so that goals can be developed to provide opportunities in the future to those students.

In order to assess disproportionate impact, a Proportionality Index was used (PI). The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (Completed Percentage/Cohort Percentage). The following table displays the interpretations of the PI ratios:

Proportionality Index (PI)	Interpretation
1.0	Proportions of subgroups are equal.
Less Than 1.0	Subgroup is less prevalent in the outcome group.
More Than 1.0	Subgroup is more prevalent in the outcome group.

A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. According to the Center for Urban Education – a center housed at University of Southern California (USC) that leads research and develops tools needed for institutions to produce equity in student outcomes - subgroups that have a ratio less than **.70** show that there is a major disparity among the population. Subgroups with a PI of **.71-.85** can be considered to have moderate disparities while those between **.86-.99** are mild or slight (the three levels of PI have been color coded in the data tables - **Red** =Major, **Orange**=Moderate, **Olive Green** =Mild). Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

CAMPUS-BASED RESEARCH: ACCESS

Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. The percentage is frequently calculated as a participation rate. For this indicator, data from the U.S. Census' American Community Survey was used as the comparison group.

Table 57. Access by Gender

	ACS 2008-2012	2013-2014 Saddleback College	
		Cohort Count	PI
Female	234,906	21,734	1.116
Male	249,182	15,412	0.840
Unknown	0	670	0.000
Total	484,088	37,816	

Table 58. Access by Age Group

	ACS 2008-2012	2013-2014 Saddleback College	
		Cohort Count	PI
19 and Less	127,735	9,055	0.907
20 to 24	24,933	11,142	5.666
25 to 29	25,433	3,836	1.914
30 to 34	26,636	2,099	1.009
35 to 39	33,569	1,271	0.487
40 to 49	79,152	2,317	0.374
50 +	166,630	8,093	0.622
Unknown	0	3	0.000
Total	484,088	37,816	

Table 59. Access by Ethnicity

	ACS 2008-2012	2013-2014 Saddleback College	
		Cohort Count	PI
African-American	5,369	697	1.676
American Indian/Alaskan Native	834	90	1.190
Asian	31,266	3,595	1.463
Filipino	9,514	739	0.977
Hispanic	82,891	7,757	1.200
Pacific Islander	617	72	1.904
Unknown	1,497	1,096	9.661
White Non-Hispanic	338,693	22,169	0.837
Two or More Races	13,407	1,601	1.512
Total	484,088	37,816	

Table 60. Access by Disability Status

	ACS 2008-2012	2013-2014 Saddleback College	
		Cohort Count	PI
Yes	34,675	2,502	0.919
No	447,521	35,314	1.006
Total	482,196	37,816	

Table 61. Access by Economically Disadvantaged Status*

	ACS 2008-2012	2013-2014 Saddleback College	
		Cohort Count	PI
Yes	20,003	2,065	0.494
No	160,781	35,751	1.063
Total	180,784	37,816	

*Note: A Saddleback College student is deemed economically disadvantaged and is categorized as “yes” if he/she is a participant in the EOPS/CARE/CalWORKS programs and/or if they received a BOG waiver (Method B Only— these recipients come from families of two or more that have an annual income of **\$23,265 or less**). The ACS data was aggregated based on the income level of families residing in the Saddleback College service area; families of two or more whose annual income was **\$24,999 or less** were categorized as “yes.”

Table 62. Access by Veteran’s Status*

	ACS 2008-2012	Fall 2014 Saddleback College	
		Cohort Count	PI
Yes	29,588	763	0.385
No	336,433	23,684	1.054
Total	366,021	24,447	

*Note: A Saddleback College student is deemed a Veteran and is categorized as “yes” if he/she is flagged as Active Duty, Active Reserve, National Guard, and/or a Veteran. For the ACS data, persons were counted as Veterans if they served in the Gulf War, Vietnam War, Korean War, and/or World War II. The ACS data were All persons counted in civilians over the age of 18.

Table 63. Access by Foster Youth Status

	ACS 2008-2012	Fall 2014 Saddleback College	
		Cohort Count	PI
Yes	1,214	41	0.672
No	482,874	24,406	1.001
Total	484,088	24,447	

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
AGE (30-39)(40-49)(+50)	11,681, 2013-2014		2020
Economically Disadvantage	2,065, 2013-2014		2020
Veterans	763, fall 2014		2020
Gender		No Gap	
Ethnicity		No Gap	
Disability		No Gap	
Foster Youth	41		

*Expressed as either a percentage or number

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

The data for the Foster Youth populations had a major disproportionality. However, because the number of students that were affected were low, they were not included in this year's target population. Therefore, only the three groups who are experiencing the greatest gap were chosen in the target population.

ACTIVITIES: A. ACCESS

A.1

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
A.1	AGE 30-39	1,271
	AGE 40-49	2,317
	AGE +50	8,093

• **Activity Implementation Plan**

- Survey students within the three subpopulation of Age at Saddleback College to uncover factors that challenged and enhanced their academic experiences at the college.
- Saddleback College will hire one Program Outreach Specialist and Outreach Student Equity Project Specialists to target outreach efforts to the Adult Education community by providing information regarding the matriculation process, financial aid, residency, counseling and other support services that are offered at Saddleback College, “several studies conclude that more aggressive efforts must be made to inform adult education students about college opportunities and the benefits of obtaining a college education (Prince & Jenkins, 2005), Success, T. C. (2009). Area B: Program Component Practices. In *Promising Practices for Transitioning Students from Adult Education to Postsecondary Education.*” This position will recruit and onboard students who would be interested in Adult Education (noncredit course), Career Technical Education, Associate Degrees or Transfer degree. It will focus its outreach efforts in the community and the college target Adults in the disproportionate groups (Adult School programs in the Saddleback Valley Unified School District, Community Centers, Community Libraries, Educational Fair and Saddleback College ESL classes).
- Further, as High Schools Adult Education programs begins its merge with community colleges as part of the AB 86 initiative, Saddleback College will hire a stipend, full time faculty (non-instructional) position to develop and review of new non-credit curriculum for courses sought out by the adult community; “One longitudinal study also found that allowing students to simultaneously take noncredit courses in ESL and other subjects resulted in higher transition rates (Spurling 2008), Success, T. C. (2009). Area A: Organizational and Administrative Practices; Dual or Concurrent Enrollment. *Promising Practices for Transitioning Students from Adult Education to Postsecondary Education.*”
- The Re-Entry Center at Saddleback College is designed to provide student support services to individuals who re-enter college. The Re-Entry Center is structured to reach its goals by offering advisement, resources, referrals, support groups, and scholarships to returning students. In order help the efforts of the center we will house a Part-time counselor aim specifically to help meet the educational needs of adult students, as identified in the Student Equity Plan.
- Hire a stipend personnel that will oversee the ongoing planning of the Activities, Goals and Evaluation of the Access Indicator target populations.
- Provide professional development funding for collegewide personnel to attend training, seminars, workshops, conference or any other event that is identified as a professional development activity by the SEP Chair and/or administrator.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Fall 2015 to Summer 2016	Program Outreach Specialist \$107,000	
	Fall 2015 to Summer 2016	Outreach Student Equity Project Specialists/NBU \$30,000	
	Fall 2015 to Summer 2016	FT ESL Faculty/NBU \$50,000	
	Fall 2015 to Summer 2016	Re-Entry/Economically Disadvantage Counseling Services \$45,000	
	Fall 2015 to Summer 2016	SEP Access Core Lead \$3,000	
	Fall 2015 to Summer 2016	SEP Access Professional Development \$11, 193	

• **Link to Goal**

- The goal of the Research data is that it will provide the qualitative data needed for the college to better understand the disproportionately impacted groups and improve access by enhancing the needs and eliminating the challenges of disproportionate impacted target group's.
- The goal of the Outreach Student Equity Project Specialists is to continue to recruit and on-board Adult student into Saddleback College's educational/ vocational programs. In addition, the position will also serve to educate adult education students about student support services on campus in an effort to increase the disproportionate impacted target group's participation in student support services.
- The goal of the stipend faculty (non-instructional) position will be of that to develop an extended list of courses for the adult education community and enhance the opportunity for adults to enroll in more noncredit courses thus, improving the disproportionate impact of adult education access.
- The goal of the providing Counseling services specifically for re-entry students is to assist students in defining an educational and/or career goal, provide counseling in dealing with barriers such as time management, stress and any other personal barrier that my hinder their educational and/or career goal at Saddleback College.
- The goal of the Core Team lead will be to coordinate a committee that is comprised of students, staff, faculty and administration in the ongoing research and activities that target populations within the Access Indicator of the Student Equity Plan on a yearly basis.
- The goal is to provide education and an understanding of Student Equity of the college. Further develop a supportive and united college campus on activities and goals directed towards Student Equity.

Evaluation

- Collect a list of events the Outreach SEP project specialist attended and the number of participants seen at the event in order to identify whether individuals from the disproportionately impacted groups were targeted. Data will be collected and reviewed on a semester basis for 2 years.
- Collect a list of new non-credit courses developed and offered and the number of students from the disproportionately impacted groups that enrolled in the new (non-credit) courses developed. This will assist in measuring whether students from the disproportionately impacted group enrolled in the new (non-credit) courses that were developed. List of courses will be collected and reviewed on an academic year basis..
- Collect the hours worked by the Re-Entry PT Counselor SEP funded position and the number of students seen for counseling services. Data will be collected and reviewed on an academic yearly basis.
- The Core team lead will meet with the SEP Chair, SEP Administrator and other Core team lead to disuse and strategies best practices. Further the Access Core team lead will be responsible inputting data and information as it pertains to the Access Indicator.
- Collect a list of professional development events provided around the state as well as gathering a narrative report of the event from those who attended any professional development events.

A.2

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.2	Economically Disadvantage	2,065

• **Activity Implementation Plan**

- Conduct a survey in order to identify the nature of students’ economic barriers such as time management, academic and/or vocational goals or other challenges that face this target group.

- Develop campaigns to effectively communicate and educate students of financial assistance and college resources with new innovated materials such as, updated handouts, videos, in-person orientations/workshops and multilingual resources. Research shows that, “colleges can also contribute to student success by enhancing student opportunities to acquire available aid Effective practices would include creating strong mechanisms for communication with developmental students, increasing student awareness of financial aid opportunities and providing accessible assistance with aid application processes Program Components (2007). In *Basic skills as a foundation for student success in California community colleges*. Berkeley, CA.: RP Group.” Further, an SEP Financial Aid Specialist along with SEP Financial Aid Ambassadors/ outreach Aides will provide outreach activities focused on financial resources available to students, including specialized populations, EOPS, CalWORKs, DSPS, VETS, Active Military, Foster Youth, and High Schools and ROP programs in the Saddleback College service area.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Fall 2015 to Summer 2016	SEP Financial Aid Specialist \$80,000	
	Fall 2015 to Summer 2016	SEP Financial Aid Ambassadors/outreach Aides \$40,000	

• **Link to Goal**

- The goal of the Research data is to provide the data that will allow the college to better understand the disproportionately impacted group and improve access by enhancing the needs and eliminating the challenges of disproportionate impacted target groups.
- The goal for developing campaigns and providing outreach activities is to create a diverse platform to educate the disproportionately impacted groups, increase student awareness of financial resources and develop an effective system for communication.

• **Evaluation**

- Collect a list of campaigns and outreach activities the college participated in and the number of participants seen at the event in order to identify whether individuals from the disproportionately impacted groups were targeted. This will assist in measuring whether the campaigns and outreach efforts were effective for the disproportionately impacted group. Data will be collected and reviewed on an academic yearly basis for 2 years.

A.3

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.3	Veterans	763

• **Activity Implementation Plan**

- Hire a VETS Program Outreach Specialist to provide Saddleback College information regarding the matriculation process, residency, GI Bill, VA assistance, counseling and other support services to the VETS population at north base Camp Pendleton, the Wounded Warriors Battalion, and southern region of the Saddleback College feeder area. This position will also focus on efforts to develop campaigns such as videos, presentation/orientations and update flyers that will communicate college resources more effectively for the disproportionately impacted group.
- In efforts to improve our student support services, we will expand counseling services to active military and Veterans at various locations such as, Camp Pendleton and the southern region of the Saddleback College feeder area. By incorporation one to two part-time Veterans counseling positions it will improve capacity (quality and quantity).

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Fall 2015 to Summer 2016	Counseling for Vets \$36,000	
	Fall 2015 to Summer 2016	VETS Program Outreach Specialist \$107,000	

• **Link to Goal**

- Saddleback College aims to decrease the disproportionate negative impact of our local area Veterans' access to higher education by increasing outreach, intake, counseling, marketing, and follow up services to Veterans and active duty military personnel. To do so, we will dedicate bargaining unit personnel, part time counselors, marketing efforts, and increase research capacities across SEP indicators for Veterans and active duty personnel. We set a goal of bringing our proportionality index from .385 to .50 by June 2020.

- The secondary goal is to increase the use of student support services such as, counseling, tutoring, follow up, and other services on campus for Veterans enroll at Saddleback College.
- ***Evaluation***
 - Collect an evaluation from the direct supervisor of VETS Program Outreach Specialist highlighting the efforts and initiatives taken to target the disproportionately impacted groups. The evaluation will also contain data as to how many students from our disproportionately impacted groups were seen and additional student support services were referred. Data will be collected and reviewed on an academic yearly basis for 2 years.
 - Collect the hours worked in the VETS Part-time counselor funded position, the location of where the counseling services were provided and the number of students seen for counseling services. Data will be collected and reviewed on an academic yearly basis for 2 years.

CAMPUS-BASED RESEARCH: COURSE COMPLETION

Course Completion

Cohort Totals include all course enrollments during the term, which for some students include enrollment in *multiple* classes. Percent (%) Completed (same as Completion Rate) is the percentage of courses that were successfully completed with a grade of A, B, C, Pass, Incomplete A, Incomplete B, Incomplete C, or Incomplete Pass.

Table 1. Course Completion and Disproportionate Impact by Gender

	PI	Fall 2014	
		Completion Rate (%)	Cohort Count
Female	1.030	75.0%	87,103
Male	0.966	70.3%	78,211
Unknown	0.991	72.1%	2,311
Total		72.8%	167,625

Table 2. Course Completion and Disproportionate Impact by Age Group

	PI	Fall 2014	
		Completion Rate (%)	Cohort Count
17 or Less	1.062	77.3%	3,257
18 & 19	0.998	72.7%	51,349
20 to 24	0.981	71.4%	63,209
25 to 29	0.984	71.6%	19,047
30 to 34	1.002	73.0%	9,143
35 to 39	1.025	74.6%	5,410
40 to 49	1.062	77.3%	8,700
50 +	1.092	79.4%	7,510
Total		72.8%	167,625

Table 3. Course Completion and Disproportionate Impact by Ethnicity

	PI	Fall 2014	
		Completion Rate (%)	Cohort Count
African-American	0.840	61.1%	4,411
American Indian/Alaskan Native	0.968	70.5%	440
Asian	1.068	77.7%	15,149
Hispanic	0.931	67.7%	42,322
Multi-Ethnicity	0.987	71.9%	9,318
Pacific Islander	0.788	57.3%	511
Unknown	1.043	75.9%	3,194
White Non-Hispanic	1.030	74.9%	92,280
Total		72.8%	167,625

Table 4. Course Completion and Disproportionate Impact by DSPS Status

	Fall 2014		
	PI	Completion Rate (%)	Cohort Count
Yes	0.986	71.8%	13,407
No	1.001	72.9%	154,218
Total		72.8%	167,625

Table 5. Course Completion and Disproportionate Impact by EOPS/CalWORKs/CARE Status

	Fall 2014		
	PI	Completion Rate (%)	Cohort Count
Yes	1.071	77.9%	4,091
No	0.998	72.6%	163,534
Total		72.8%	167,625

Table 6. Course Completion and Disproportionate Impact by Veteran Status

	Fall 2014		
	PI	Completion Rate (%)	Cohort Count
Yes	0.926	67.4%	6,536
No	1.003	73.0%	161,089
Total		72.8%	167,625

Table 7. Course Completion and Disproportionate Impact by Foster Youth Status

	Fall 2014		
	PI	Completion Rate (%)	Cohort Count
Yes	0.876	63.7%	397
No	1.000	72.8%	167,228
Total		72.8%	167,625

CAMPUS-BASED RESEARCH: COURSE COMPLETION

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
Largest Gap	Pacific Islander	15.5%	<u>.155</u>	x	167,626 (511)	= 25,981 (79)
Second Largest	African American	11.7%	<u>.117</u>	x	167, 626 (4,411)	= 19612 (780)
Third Largest	Foster Youth	9.1%	<u>.091</u>	x	167,625 (397)	= 15,253 (36)

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
Ethnicity: African-American	-10%, 2014	No Gap	2020

*Expressed as either a percentage or number.

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

ACTIVITIES: B. COURSE COMPLETION

B.1

- *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
B.1	African-Americans	1277

- *Activity Implementation Plan*

- Organize focus groups of African-American students to better understand the needs of the African-American student population. Utilize focus group discussions to collect opinions about on-campus support, use of programs, the impact of college Student Success and Student Equity's efforts, etc. Focus groups will be led by Research and Planning.

- Provide resources for college-wide professional development to train faculty and staff on how to assist African-American students in overcoming barriers that impede course completion.
- Institute first-year experience learning communities that will link counseling courses to math and English courses. Students will move through the first year as a cohort while linked to a supportive counseling course. The cohort model is supported by multiple examples included in *Basic Skills Completion - The Key to Student Success in the California Community Colleges, California Community Colleges Chancellor's Office, 2013*.
- Deliver outreach to African-American students to encourage participation in student services dedicated to course completion, including: Counseling, tutoring, and learning communities. Students will receive outreach through in-person contact with counselors/student mentors, emails, and nudges. The chance to meet counselors and student mentors face-to-face through on-campus outreach will allow African-American students to feel connected and valued. The RP Group found that feeling valued and connected are key components of student success (Student Success Re(Defined), The RP Group, 2014).
- Hire SEP research manager funded 100% through SEP. (This researcher has already been requested in other areas of the SEP plan.)
- Hire additional peer mentors (of similar ethnic/racial background) to improve student support in the learning communities and throughout campus.
- Adopt several of the activities proposed in the Student Centered Holistic Open Online Learning (SCHOOL) to provide additional tutoring for African American student who are having difficulties completing their Math sequences as indicated in some of the ESL/Basic Skills indicator.
- Hire a program coordinator assigned to the Student Centered Holistic Open Online Learning (SCHOOL) to coordinate efforts across different courses, provide mentoring, and outreach to high schools and CTE programs. The coordinator will work on developing pathways that will increase success in courses among our African American student population.
- Hire a stipend personnel that will oversee the ongoing planning of the Activities, Goals and Evaluation of the Course Completion Indicator target populations.
- Provide Smartpen technology and smart worksheets. The embedded tutors would capture the lectures and notes based on most effective and successful tutorial content for our African American students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Fall 2015 to Summer 2016	SEP Research Manager \$88,629	0
	Fall 2015 to Summer 2016	Disporportinate population Peer Mentors \$90,318	
	Fall 2015 to Summer 2016	SCHOOL Program Coordinator \$75,833	
	Fall 2015 to Summer 2016	SEP Course Completion Core Lead \$3,000	

• ***Link to Goal***

- Utilize focus groups to gain an understanding of the specific course completion barriers that African-American students face through discussion. Identify existing successful and unsuccessful strategies at Saddleback College. Brainstorm new strategies that can best meet the needs of the African-American student population. Use new strategies to close the course completion gap.
- Provide ongoing training for faculty and staff to improve teaching methodologies, strategies, and services for students. Specific training in working with African-American student populations will assist faculty and staff in providing appropriate support for students to reach their educational goals, including course completion.
- The first-year experience cohort method will facilitate course completion and student success through a first-year college experience. Course curriculum will be linked for a cohesive learning environment. Student services, guest speaker, and peer mentors will inform the students and provide support throughout the program. African-American students will be specifically invited to participate in the program in order to assist in course completion and achievement of educational goals.
- Continued outreach to African-American students will help ensure that students are fully aware of all of the services offered at the college. In addition, students will gain information about programs specifically related to student success and equity. More contact with students will lead to a greater inclusion and connection with African-American students. This connection will help to close the course completion gap.
- The SEP Research Manager will provide vital statistical information to SEP Committees. Attend all committee meetings and connect ideas to navigate successful outcomes.
- The goal of the Core Team lead will be to coordinate a committee that is comprised of students, staff, faculty and administration in the ongoing research and activities that target populations within the Course Completion Indicator of the Student Equity Plan on a yearly basis.

- Peer mentors and support from students of a similar background will assist students in feeling more connected with the college. It will also allow students to receive reliable information from a reliable source. The mentor program will increase educational support for African-American students. Informed and connected students will be more likely to have successful course completion.

- ***Evaluation***

- Students participating in the focus groups will be surveyed about their experience participating in the group. Researchers will collect qualitative reports regarding the themes that surface during the focus groups. The results of the qualitative data collection will be shared and distributed to Student Equity and Student Success support teams.
- The training of faculty and staff will be evaluated by surveys given to participants following each training session. Additional follow-up meetings will allow faculty and staff to discuss ideas and activities from the training sessions.
- There will be quantitative evaluation comparing course completion data of students participating in the first-year experience cohort compared to students who are not part of the cohort. Additionally, Quantitative and qualitative evaluation will take place using surveys to assess students' satisfaction with the first-year experience. Evaluations will take place at the end of the first semester and at each consecutive semester of the program.
- Peer mentors will be evaluated through surveys given to the students they support. The surveys will evaluate, both quantitatively and qualitatively, the effectiveness of the peer mentor program.
- The Core team lead will meet with the SEP Chair, SEP Administrator and other Core team lead to discuss and strategies best practices. Further the Course Completion Core team lead will be responsible inputting data and information as it pertains to the Course Completion Indicator.

ESL and Basic Skills Completion

Basic Skills Improvement for ESL

The percentage of credit students who attempted a course designated at “levels below transfer” in ESL and successfully completed a college-level ESL or college-level English course within six years. The cohort is defined as the year the student attempts a course at “levels below transfer” in ESL at Saddleback College.

Table 8. BSI-ESL Completion and Disproportionate Impact by Gender

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Female	1.041	28.0%	125
Male	0.909	24.4%	45
Unknown**	0.000	0.0%	1
Total		26.9%	171

** The cohort size for this category was less than 10 students **and** there were zero completions

Table 9. BSI-ESL Completion and Disproportionate Impact by Age Group

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
17 or Less**	0.000	0.0%	1
18 & 19	2.301	61.9%	21
20 to 24	1.014	27.3%	33
25 to 29	1.455	39.1%	23
30 to 34	1.062	28.6%	21
35 to 39	0.656	17.6%	17
40 to 49	0.425	11.4%	35
50 +	0.372	10.0%	20
Total		26.9%	171

** The cohort size for this category was less than 10 students **and** there were zero completions

Table 10. BSI-ESL Completion and Disproportionate Impact by Ethnicity

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Asian	1.051	28.3%	46
African-American**	0.000	0.0%	2
American Indian/ Alaskan Native**	0.000	0.0%	0
Filipino**	0.000	0.0%	2
Hispanic	0.779	21.0%	62
Pacific Islander**	0.000	0.0%	0
White	1.239	33.3%	45
Unknown	1.328	35.7%	14
Total		26.9%	171

The cohort size for this category was less than 10 students **and there were zero completions

Table 11. BSI-ESL Completion and Disproportionate Impact by Disability Status

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Yes	1.487	40.0%	10
No	0.970	26.1%	161
Total		26.9%	171

Table 12. BSI-ESL Completion and Disproportionate Impact by Economically Disadvantaged Status*

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Yes	1.521	40.9%	44
No	0.820	22.0%	127
Total		26.9%	171

*Note: A student is deemed economically disadvantaged and is categorized as “yes” if he/she is a recipient of a BOG fee waiver, Department of Social Services, CalWorks, TANF, General Assistance, Pell Grant or Workforce Investment Act

Table 13. BSI-ESL Completion and Disproportionate Impact by Veteran Status

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Yes	0	0	0
No	0	0	0
Total			

Note: The ESL cohort did not include any Veteran students

Table 14. BSI-ESL Completion and Disproportionate Impact by Foster Youth Status

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Yes	0	0	0
No	0	0	0
Total			

Note: The ESL cohort did not include any Foster Youth students

Basic Skills Improvement for English

The percentage of credit students who attempted a course designated at “levels below transfer” in English and successfully completed a college-level course in English within six years.

Table 15. BSI-English Completion and Disproportionate Impact by Gender

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Female	1.036	63.8%	790
Male	0.965	59.5%	851
Unknown	1.124	69.2%	13
Total		61.6%	1,654

Table 16. BSI-English Completion and Disproportionate Impact by Age Group

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
17 or Less	1.136	70.0%	70
18 & 19	1.040	64.1%	988
20 to 24	0.913	56.3%	352
25 to 29	0.923	56.9%	102
30 to 34	1.172	72.2%	36
35 to 39	0.938	57.8%	45
40 to 49	0.730	45.0%	40
50 +	0.850	52.4%	21
Total		61.6%	1,654

Table 17. BSI-English Completion and Disproportionate Impact by Ethnicity

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Asian	1.193	73.5%	117
African-American	0.794	48.9%	45
American Indian/ Alaskan Native	0.947	58.3%	12
Filipino	1.059	65.2%	46
Hispanic	0.883	54.4%	331
Pacific Islander	0.668	41.2%	17
White	1.005	61.9%	964
Unknown	1.197	73.8%	122
Total		61.6%	1,654

Table 18. BSI-English Completion and Disproportionate Impact by Disability Status

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Yes	0.891	54.9%	173
No	1.013	62.4%	1,481
Total		61.6%	1,654

Table 19. BSI-English Completion and Disproportionate Impact by Economically Disadvantaged Status*

		2008-2009	
	PI	Completion Rate (%)	Cohort Count
Yes	0.994	61.2%	405
No	1.002	61.7%	1,249
Total		61.6%	1,654

*Note: A student is deemed economically disadvantaged and is categorized as “yes” if he/she is a recipient of a BOG fee waiver, Department of Social Services, CalWorks, TANF, General Assistance, Pell Grant or Workforce Investment Act

Table 20. BSI-English Completion and Disproportionate Impact by Veteran Status

		2008-2009	
	PI	Completion Rate (%)	Cohort Count
Yes*	1.082	66.7%	3
No	1.000	61.6%	1,651
Total		61.6%	1,654

*The cohort size for this category was less than 10 student

Table 21. BSI-English Completion and Disproportionate Impact by Foster Youth Status

		2008-2009	
	PI	Completion Rate (%)	Cohort Count
Yes*	0.928	57.1%	7
No	1.000	61.6%	1,647
Total		61.6%	1,654

*The cohort size for this category was less than 10 students

Basic Skills Improvement for Math

The percentage of credit students who attempted a course designated at “levels below transfer” in Math and successfully completed a college-level course in Math within six years

Table 22. BSI-Math Completion and Disproportionate Impact by Gender

		2008-2009	
	PI	Completion Rate (%)	Cohort Count
Female	1.090	43.6%	479
Male	0.893	35.8%	372
Unknown*	0.624	25.0%	8
Total		40.0%	859

*The cohort size for this category was less than 10 student

Table 23. BSI-Math Completion and Disproportionate Impact by Age Group

		2008-2009	
--	--	-----------	--

	PI	Completion Rate (%)	Cohort Count
17 or Less	2.081	83.3%	12
18 & 19	0.969	38.8%	353
20 to 24	0.869	34.8%	230
25 to 29	0.988	39.6%	91
30 to 34	1.028	41.2%	51
35 to 39	1.205	48.3%	29
40 to 49	1.228	49.2%	61
50 +	1.249	50.0%	32
Total		40.0%	859

Table 24. BSI-Math Completion and Disproportionate Impact by Ethnicity

	2008-2009		
	PI	Completion Rate (%)	Cohort Count
Asian	1.498	60.0%	25
African-American	0.702	28.1%	32
American Indian/ Alaskan Native	1.153	46.2%	13
Filipino	1.398	56.0%	25
Hispanic	0.849	34.0%	197
Pacific Islander*	0.999	40.0%	5
Two or More Races**	0.000	0.0%	1
White	1.043	41.8%	517
Unknown	0.851	34.1%	44
Total		40.0%	859

*The cohort size for this category was less than 10 students

The cohort size for this category was less than 10 students **and there were zero completions

Table 25. BSI-Math Completion and Disproportionate Impact by Disability Status

		2008-2009	
	PI	Completion Rate (%)	Cohort Count
Yes	1.182	47.3%	131
No	0.967	38.7%	728
Total		40.0%	859

Table 26. BSI-Math Completion and Disproportionate Impact by Economically Disadvantaged Status*

		2008-2009	
	PI	Completion Rate (%)	Cohort Count
Yes	0.911	36.5%	255
No	1.038	41.6%	604
Total		40.0%	859

*Note: A student is deemed economically disadvantaged and is categorized as “yes” if he/she is a recipient of a BOG fee waiver, Department of Social Services, CalWorks, TANF, General Assistance, Pell Grant or Workforce Investment Act

Table 27. BSI-Math Completion and Disproportionate Impact by Veteran Status

		2008-2009	
	PI	Completion Rate (%)	Cohort Count
Yes**	0.000	0.0%	1
No	1.001	40.1%	858
Total		40.0%	859

**The cohort size for this category was less than 10 students and there were zero completions.

Table 28. BSI-Math Completion and Disproportionate Impact by Foster Youth Status

		2008-2009	
	PI	Completion Rate (%)	Cohort Count
Yes*	1.249	50.0%	8
No	0.998	40.0%	851
Total		40.0%	859

*The cohort size for this category was less than 10 students.

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	Number of Students "Lost"
Largest Gap	BSI-English Pacific Islander	20.4%	<u>.204</u>	x	1654	= 337
Second Largest	BSI-ESL Age (50+)	16.9%	<u>.169</u>	x	171	= 29
Third Largest	BSI-Math African-American	11.9%	<u>.119</u>	x	859	= 102

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
Age (35-39, 40-49, 50+/BSI-ESL)	-9.3%, -15.5%, -16.9%, 2014	No gap	2020
Ethnicity (African American/BSI-English & Math)	-12.7% (English), -11.9% (Math), 2014	No gap	2020
Ethnicity (Pacific Islander/BSI-English)	-20.4%, 2014	No gap	2020
Ethnicity (Hispanic/BSI-Math)	-6.0%, 2014	No gap	2020

*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

- *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
C.1	Age (35-39, 40-49, 50+/BSI-ESL)	72
	Age (40-49, 50+/BSI-English)	61

• ***Activity Implementation Plan***

Research:

- Confirm whether students are taking ESL courses for social rather than academic reasons: Determine educational goals of the students in the identified group, as well as the number/percentage who are enrolled in college-level ESL or college-level English; who have enrolled only in ESL classes; who are still enrolled at Saddleback; and the number/percentage of students who stayed at Saddleback for more than one year.
- Determine their employment status and the number of hours employed per week. Investigate if students are applying for financial aid, and the type of aid they are applying for (e.g., BOG fee waiver, Pell Grant, work study, etc.).
- Investigate if students are entering the workforce immediately after attending Saddleback.
- Determine if they are taking only 30 units and leaving upon disqualification for further financial aid, or if they are taking one or two classes.
- Determine the percentage of students who are impacted by external factors (e.g., family barriers and crises).

Outreach/Student Support:

- Educate faculty and staff about expanding services available (financial aid, tutoring, etc.) for students in this age group.
- Hire a Part-time ESL/Basic Skills Counselors to provide counseling services specific to the disproportionate target group. The individualized counseling will help close the disproportionate gap in that the disproportionate target group will have specialized counseling.
- Financial aid workshops for students interested in Financial Literacy.
- Consider developing a community education platform for students who just want to take a course for social reasons.
- Provide the financial support to pay for staff to continue the extend hours of LRC (Learning Resource Center) on campus (earlier before classes meet and later into the evening, from 8 am-8 pm) and Saturday morning tutoring (9am-2 pm).
- Purchase the licensing for an online tutoring platform.
- Extend the online tutoring platform to include instructor office hours. Connect with faculty from ESL to begin offering office hours online through this platform.

- During the in-person ESL group advisement, not only have a counselor conduct the advisement, but also have an ESL instructor present.
- Consider alternative locations and times of ESL courses.
- Create a learning community with the Advanced ESL courses and the Counseling 160 course.
- Enhance Career and Job Placement Services to include developing resumes, cover letters, interviewing skills, internships, customer service skills, and job training, etc....
- Hire a stipend personnel “Core Team lead” that will oversee the ongoing planning of the Activities, Goals and Evaluation of the ESL/Basic Skills Indicator target populations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2015 to Summer 2016	Part-time ESL/Basic Skills Counselors \$51,346	
	Fall 2015 to Summer 2016	Extend hours of LRC \$13,972	
	Fall 2015 to Summer 2016	License for Online Tutoring \$1,000	
	Fall 2015 to Summer 2016	SEP ESL/Basic Skills Core Lead \$3,000	

• **Link to Goal**

- Increased use of campus services, namely tutoring and office hours, by students ages 35+.
- Increased rates of Basic Skills Improvement for ESL/English according to their educational goals.
- Increased rates of Basic Skills Improvement for ESL/English according to their educational goals.
- The goal of the Core Team lead will be to coordinate a committee that is comprised of students, staff, faculty and administration in the ongoing research and activities that target populations within the ESL/Basic Skills Indicator of the Student Equity Plan on a yearly basis.

• **Evaluation**

- Identify if the disparity expressed by ESL/English Basic Skills students ages 35+ is related to their differing educational goals, or some other cause that needs to be addressed (January 2016)

- If the disparity is the result of different educational goals (namely ESL students not seeking transfer/degree completion, then re-evaluate if the disparity needs to be addressed)
- If the disparity is the result of other factors besides educational goals, implement the appropriate outreach and support activities listed above (February 2016)
- Data will need to be collected each semester beginning Spring 2016 to collect a sufficient pool from which to analyze and draw conclusions (beginning January 2016)
- The Core team lead will meet with the SEP Chair, SEP Administrator and other Core team lead to disuse and strategies best practices. Further the ESL/Basic Skills Core team lead will be responsible inputting data and information as it pertains to the ESL/Basic Skills Indicator.

C.2

• *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
C.2	Ethnicity (African American/BSI-English)	45
	Ethnicity (African American/BSI- Math)	32
	Ethnicity (Pacific Islander/BSI-English)	17
	Ethnicity (Hispanic/BSI-Math)	197

• *Activity Implementation Plan*

- Create 1 part time (20hr/week), student equity case managers who will meet with the aforementioned cohort on a weekly basis in order to connect students with resources on campus, including but not limited to academic/student support services: counseling, financial aid, EOPS, DSPS, library services, tutoring services, mental/emotional health support, counseling, and health center. Additionally, the case manager will meet with students on a weekly basis and provide academic support by ensuring students are prepared for quizzes, exams, essays, and other academic activities for their course offerings.

- Create 1 full time (40hr/week), student equity case managers who will meet with the aforementioned cohort on a weekly basis in order to connect students with resources on campus, including but not limited to academic/student support services: counseling, financial aid, EOPS, DSPS, library services, tutoring services, mental/emotional health support, counseling, and health center. Additionally, the case manager will meet with students on a weekly basis and provide academic support by ensuring students are prepared for quizzes, exams, essays, and other academic activities for their course offerings.
(*This full time position will support both the efforts and goals of both the ESL/BSI and Completion cohorts*).

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Spring 2016-Spring 2018	PT Student Equity Case Manager \$27,628	0
		FT Student Equity Case Manager \$75,829	

• **Link to Goal**

- Connect students with campus resources; provide academic support.
- Increased rates of Basic Skills Improvement of English according to their educational goals.

• **Evaluation**

- Students who participate in working with the Case Manager will be given a survey/questionnaire to complete at the end of the semester and have the opportunity to provide feedback, thoughts, and suggestions.
- Success rates of students who work with the Case Manager will be compared to those of the initial cohort group to see if the gap was impacted in some way.
- Faculty and Case Managers will meet on a bi-weekly basis, as well as at the end of the semester to provide feedback and make adjustments/changes as necessary. They will be able to provide their thoughts and opinions on the effectiveness of the position and impacting the disparity.

Degree and Certificate Completion

30-Units Rate

The percentage of first-time, degree, certificate and/or transfer seeking students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units in the CCC system within six years of entry

Table 29. 30-Units Completion Rate and Disproportionate Impact by Gender

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Female	1.010	77.0%	1,363
Male	0.989	75.4%	1,454
Unknown	1.079	82.4%	34
Total		76.3%	2,851

Table 30. 30-Units Completion Rate and Disproportionate Impact by Age Group

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
17 or Less	1.113	84.9%	550
18 & 19	1.005	76.7%	1,951
20 to 24	0.770	58.7%	189
25 to 29	0.874	66.7%	54
30 to 34	0.999	76.2%	21
35 to 39	0.552	42.1%	19
40 to 49	0.737	56.3%	48
50 +	0.966	73.7%	19
Total		76.3%	2,851

Table 31. 30-Units Completion Rate and Disproportionate Impact by Ethnicity

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Asian	1.072	81.8%	159
African-American	0.901	68.8%	64
American Indian/Alaskan Native	0.843	64.3%	28
Filipino	1.029	76.5%	68
Hispanic	0.957	72.7%	483
Pacific Islander	1.049	80.0%	20
Two or More Races*	1.000	100.0%	1
White	1.227	76.3%	1,725
Unknown	1.069	81.5%	303
Total		76.3%	2,851

*The cohort size for this category was less than 10 students

Table 32. 30-Units Completion Rate and Disproportionate Impact by Disability Status

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Yes	1.082	82.6%	172
No	0.995	75.9%	2,679
Total		76.3%	2,851

33. 30-Units Completion Rate and Disproportionate Impact by Economically Disadvantaged Status*

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Yes	1.046	79.8%	1,054
No	0.973	74.2%	1,797
Total		76.3%	2,851

*Note: A student is deemed economically disadvantaged and is categorized as “yes” if he/she is a recipient of a BOG fee waiver, Department of Social Services, CalWorks, TANF, General Assistance, Pell Grant or Workforce Investment Act

Table 34. 30-Units Completion Rate and Disproportionate Impact by Veteran Status

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Yes*	1.311	100.0%	2
No	1.000	76.3%	2,849
Total		76.3%	2,851

*The cohort size for this category was less than 10 students

Table 35. 30-Units Completion Rate and Disproportionate Impact by Foster Youth Status

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Yes*	1.311	100.0%	10
No	0.999	76.2%	2,841
Total		76.3%	2,851

*The cohort size for this category was less than 10 students

Persistence Rate

The percentage of first-time, degree, certificate and/or transfer seeking students with minimum of 6 units earn who attempted any Math or English in the first three years and enroll in first three consecutive primary semester terms anywhere in the CCC system.

Table 36. Persistence Completion Rate and Disproportionate Impact by Gender

	2008-2009		
	PI	Completion Rate (%)	Cohort Count
Female	1.009	79.2%	1,363
Male	0.993	77.9%	1,454
Unknown	0.938	73.5%	34
Total		78.4%	2,851

Table 37. Persistence Completion Rate and Disproportionate Impact by Age Group

	2008-2009		
	PI	Completion Rate (%)	Cohort Count
17 or Less	0.795	62.4%	550
18 & 19	1.082	84.8%	1,951
20 to 24	0.796	62.4%	189
25 to 29	0.921	72.2%	54
30 to 34	1.032	81.0%	21
35 to 39	0.805	63.2%	19
40 to 49	0.983	77.1%	48
50 +	1.007	78.9%	19
Total		78.4%	2,851

Table 38. Persistence Completion Rate and Disproportionate Impact by Ethnicity

	2008-2009		
	PI	Completion Rate (%)	Cohort Count
Asian	1.026	80.5%	159
African-American	0.956	75.0%	64
American Indian/ Alaskan Native	0.911	71.4%	28
Filipino	1.050	82.4%	68
Hispanic	0.974	76.4%	483
Pacific Islander	1.148	90.0%	20
Two or More Races*	1.263	100.0%	1
White	1.002	78.6%	1,725
Unknown	1.010	79.2%	303
Total		78.4%	2,851

*The cohort size for this category was less than 10 students

Table 39. Persistence Completion Rate and Disproportionate Impact by Disability Status

	2008-2009		
	PI	Completion Rate (%)	Cohort Count
Yes	1.045	82.0%	172
No	0.997	78.2%	2,679
Total		78.4%	2,851

Table 40. Persistence Completion Rate and Disproportionate Impact by Economically Disadvantaged Status*

	2008-2009		
	PI	Completion Rate (%)	Cohort Count
Yes	0.965	75.7%	1,054
No	1.020	80.0%	1,797
Total		78.4%	2,851

*Note: A student is deemed economically disadvantaged and is categorized as “yes” if he/she is a recipient of a BOG fee waiver, Department of Social Services, CalWorks, TANF, General Assistance, Pell Grant or Workforce Investment Act

Table 41. Persistence Completion Rate and Disproportionate Impact by Veteran Status

	2008-2009		
	PI	Completion Rate (%)	Cohort Count
Yes*	1.275	100.0%	2
No	1.000	78.4%	2,849
Total		78.4%	2,851

*The cohort size for this category was less than 10 students

Table 42. Persistence Completion Rate and Disproportionate Impact by Foster Youth Status

	2008-2009		
	PI	Completion Rate (%)	Cohort Count
Yes	1.020	80.0%	10
No	1.000	78.4%	2,841
Total		78.4%	2,851

Student Progress and Attainment Rate (SPAR)

The percentage of first-time, degree, certificate and/or transfer seeking students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

- ❖ Earned AA/AS or credit Certificate (Chancellor’s Office approved)
- ❖ Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- ❖ Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Table 43. SPAR Completion Rate and Disproportionate Impact by Gender

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Female	1.035	59.3%	1,363
Male	0.963	55.2%	1,454
Unknown	1.181	67.6%	34
Total		57.3%	2,851

Table 44. SPAR Completion Rate and Disproportionate Impact by Age Group

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
17 or Less	1.219	69.8%	550
18 & 19	0.999	57.2%	1,951
20 to 24	0.637	36.5%	189
25 to 29	0.614	35.2%	54
30 to 34	0.998	57.1%	21
35 to 39	0.551	31.6%	19
40 to 49	0.655	37.5%	48
50 +	0.827	47.4%	19
Total		57.3%	2,851

Table 45. SPAR Completion Rate and Disproportionate Impact by Ethnicity

	PI	2008-2009	
		Completion Rate (%)	Cohort Count
Asian	1.142	65.4%	159
African-American	0.791	45.3%	64
American Indian/ Alaskan Native	0.873	50.0%	28
Filipino	1.053	60.3%	68
Hispanic	0.868	49.7%	483
Pacific Islander	0.873	50.0%	20
Two or More Races*	1.507	100.0%	1
White	1.005	57.6%	1,725
Unknown	1.158	66.3%	303
Total		57.3%	2,851

*The cohort size for this category was less than 10 student

Table 46. SPAR Completion Rate and Disproportionate Impact by Disability Status

		2008-2009	
	PI	Completion Rate (%)	Cohort Count
Yes	0.934	53.5%	172
No	1.004	57.5%	2,679
Total		57.3%	2,851

Table 47. SPAR Completion Rate and Disproportionate Impact by Economically Disadvantaged Status*

		2008-2009	
	PI	Completion Rate (%)	Cohort Count
Yes	0.984	56.4%	1,054
No	1.009	57.8%	1,797
Total		57.3%	2,851

*Note: A student is deemed economically disadvantaged and is categorized as “yes” if he/she is a recipient of a BOG fee waiver, Department of Social Services, CalWorks, TANF, General Assistance, Pell Grant or Workforce Investment Act

Table 48. SPAR Completion Rate and Disproportionate Impact by Veteran Status

		2008-2009	
	PI	Completion Rate (%)	Cohort Count
Yes*	0.873	50.0%	2
No	1.000	57.3%	2,849
Total		57.3%	2,851

*The cohort size for this category was less than 10 student

Table 49. SPAR Completion Rate and Disproportionate Impact by Foster Youth Status

		2008-2009	
	PI	Completion Rate (%)	Cohort Count
Yes	1.048	60.0%	10
No	1.000	57.3%	2,841
Total		57.3%	2,851

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	Number of Students "Lost"
Largest Gap	SPAR/Age 35-39	25.7%	<u>.257</u>	x	2851 (19)	= 732 (4)
Second Largest	Degree & Certificate Age 35-39	34.2%	<u>.342</u>	x	2851 (19)	= 975 (6)
Third Largest	Age 25-29	22.1%	<u>.221</u>	x	2851 (54)	= 630 (11)

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

GOAL D.

The goal is to improve the 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
Age (20-49)	-198, 2009	No Gap	2018
Age (35-39)	-11, 2009	No Gap	2018

*Expressed as either a percentage or number

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

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

SPAR Completion Rate and Disproportionate Impact by Age Group

To expand student services targeted to “gap” students (those students who took one or more years off after graduating high school before entering college for the first time) and extensively publicize these services.

• *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
D.1	Age (20-24)	-120
	Age (25-29)	-35
	Age (30-39)	-13
	Age (40-49)	-30

• *Activity Implementation Plan*

- Conduct qualitative research on the particular needs of students who start college for the first time one or more years after graduating from high school (“gap” students) such as financial needs, childcare needs, time constraints due to work schedules, etc. This can be done, in part, by adding questions to the biannual student survey from targeted populations.
- Identify the negative impact from GI Bill max. period (36 months) on Veterans’ Degree and Certificate completion rate by coordinating closely with Veteran’s Office.
- Align the local GE pattern with Title 5, to comply with CSU and IGETC GE regulations (18 units).
- Hire a stipend personnel “Core Team lead” that will oversee the ongoing planning of the Activities, Goals and Evaluation of the Degree and Certificate Completion Indicator target populations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Fall2015-Spring 2016	SEP Degree and Certificate Core Lead \$3,000	

• **Link to Goal**

- The Goal of the qualitative research is to understand the underlining needs of the gap student population in order to better direct our efforts on activities that will meet the needs of the target disproportionate group.
- Understanding of the needs of “gap students in order to develop targeted services and programs.
- Increasing completion rate on VETs.
- Compiling the program total units within maximum units of transferable program.
- The goal of the Core Team lead will be to coordinate a committee that is comprised of students, staff, faculty and administration in the ongoing research and activities that target populations within the Degree and Certificate Completion Indicator of the Student Equity Plan on a yearly basis.

• **Evaluation**

- The survey data will be collected by the Office of Planning, Research & Accreditation and present the data to the SEP Degree Completion core group. The SEP Degree Completion core group will then evaluate and use the data to coordinate/approve appropriate activities that will meet the needs of the target disproportionate group.
- Collect survey data of the focus group of students, faculty and staff feedback for the implemented action plans.
- Review the qualitative report of the data collected from the survey.
- Review the current program units through the curriculum review process.
- The Core team lead will meet with the SEP Chair, SEP Administrator and other Core team lead to disuse and strategies best practices. Further the Degree and Certificate Completion Core team lead will be responsible inputting data and information as it pertains to the Degree and Certificate Completion Indicator

D.2

30-units Completion Rate and Disproportionate Impact by Age Group

To create “Fast Track Pathway” activities to target “older” students, such as VETs and non-traditional students, as well as “gap” students and Hispanic students modeled after the Freshman Advantage.

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
D.2	Age (35-39)	-11

• **Activity Implementation Plan**

- Expand peer-led Course tutoring programs targeted specifically for this age group.
- Create a peer mentor program, using AVID model, targeted specifically for this age group.
- Create “Fast Track Pathway” activities modeled after the Freshman Advantage but targeted towards the “gap” students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Spring 2016 – Fall 2018	Expand peer-led Course tutoring programs \$30,000	

• **Link to Goal**

- Increase success and retention rates in classes.
- Provide peer support for students from the groups experiencing disproportionate impact.
- Bridge the “gap” between “academic” and “industries”

• **Evaluation**

- Collect survey data of the relevant student group, faculty and staff feedback for the implemented action plans.
- Collect survey data of the industry leader’s feedback for the implemented action plans.
- Review the qualitative report of the data collected from the survey.

Transfer Velocity

Of First-time college students who have shown “behavioral intent to transfer,” the percentage of students who transfer to a four-year institution six years after initial enrollment. “Behavioral intent to transfer” refers to students who have completed twelve credit units and attempted transfer-level math or English within six years of entry into the system.

The outcome is transferring to a four-year institution within a given time period subsequent to initial enrollment. A data match with the National Student Clearinghouse (NSC), University of California (UC) and California State University (CSU) provided information on the enrollment of former CCC students at public and private four-year transfer institutions within the United States.

Transfer Velocity

Table 34. Transfer Velocity by Gender

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Female	0.969	48.2%	1.038	54.0%	1.013	51.5%	1.024	50.5%	1.013	49.9%
Male	1.036	51.5%	0.957	49.8%	0.987	50.2%	0.974	48.0%	0.987	48.6%
Unknown	0.000	0.0%	1.924	100.0%	0.000	0.0%	1.184	58.3%	0.963	47.4%
Total		49.8%		52.0%		50.8%		49.3%		49.2%

-For 2007-08, the results indicated that there was slight disparity among the male and unknown populations in terms of Transfer Velocity.

Table 35. Transfer Velocity by Age Group

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
17 or Less	1.164	57.9%	1.124	58.4%	1.121	56.9%	1.150	56.7%	1.162	57.2%
18 & 19	1.004	50.0%	1.008	52.4%	1.022	51.9%	1.003	49.4%	0.989	48.7%
20 to 24	0.885	44.0%	0.784	40.8%	0.710	36.1%	0.718	35.4%	0.716	35.6%
25 to 29	0.437	21.7%	0.577	30.0%	0.518	26.3%	0.451	22.2%	0.847	41.7%
30 to 34	0.670	33.3%	0.120	6.3%	0.394	20.0%	0.780	38.5%	0.739	36.4%
35 to 39	0.502	25.0%	0.770	40.0%	0.164	8.3%	0.184	9.1%	0.677	33.3%
40 to 49	0.402	20.0%	0.962	50.0%	0.328	16.7%	0.568	28.0%	0.771	37.9%
50 +	0.365	18.2%	0.240	12.5%	0.000	0.0%	0.406	20.0%	0.406	20.0%
Total		49.8%		52.0%		50.8%		49.3%		49.2%

-For 2007-08, the results indicated that there was major disparity between 35-39 and 50+ age groups in terms of Transfer Velocity. There was also moderate disparity between 20-34 and 40-49 year olds.

Table 36. Transfer Velocity by Ethnicity

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Asian	1.148	57.1%	1.288	67.0%	1.106	56.2%	1.136	56.0%	1.235	60.8%
African-American	1.116	55.6%	1.055	54.8%	0.909	46.2%	1.015	50.0%	0.843	41.5%
American Indian/ Alaskan Native	1.005	50.0%	0.770	40.0%	0.656	33.3%	0.913	45.0%	0.762	37.5%
Filipino	0.779	38.8%	0.895	46.5%	0.959	48.7%	0.728	35.9%	0.894	44.0%
Hispanic	0.728	36.2%	0.870	45.2%	0.772	39.2%	0.816	40.2%	0.809	39.8%
Pacific Islander	0.355	17.6%	0.962	50.0%	0.656	33.3%	0.477	23.5%	0.677	33.3%
White	1.051	52.3%	0.999	51.9%	1.032	52.4%	1.034	51.0%	1.030	50.7%
Unknown	0.974	48.5%	1.039	54.0%	1.178	59.8%	1.056	52.1%	1.012	49.8%
Total		49.8%		52.0%		50.8%		49.3%		49.2%

-For 2007-08, the results indicated that there was a major disproportionate impact among the Pacific Islander population in terms of Transfer Velocity. There was also moderate disparity among the African-American, American Indian/Alaskan Native, and Hispanic populations. The Filipino students resulted in slight disparity.

Table 37. Transfer Velocity by Disability Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Yes	0.893	44.4%	0.806	41.9%	0.707	35.9%	0.707	34.9%	0.866	42.6%
No	1.005	50.0%	1.012	52.6%	1.016	51.6%	1.016	50.0%	1.008	49.6%
Total		49.8%		52.0%		50.8%		49.3%		49.2%

-For 2007-08, the results indicated that there was slight disparity among students who were disabled in terms of Transfer Velocity.

Table 38. Transfer Velocity by CalWORKS Status

	2003-04		2004-05		2005-06		2006-07		2007-08	
	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)	PI	Completion Rate (%)
Yes	1.148	57.1%	0.000	0.0%	0.000	0.0%	2.029	100.0%	0.581	28.6%
No	0.999	49.7%	1.001	52.0%	1.004	51.0%	0.999	49.2%	1.001	49.3%
Total		49.8%		52.0%		50.8%		49.3%		49.2%

-For 2007-08, the results indicated that there was major disparity for those students who are in the CalWorks program in terms of Transfer Velocity.

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	=	Number of Students "Lost"
Largest Gap	Age (20-24)	13.6%	.136	x	2154 (139)	=	293 (19)
Second Largest	Ethnicity (Hispanic)	9.4%	.094	x	2154 (314)	=	202 (29.5)
Third Largest	Disability	6.6%	<u>.066</u>	x	2154 (115)	=	142 (8)

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
<i>Age</i>	<i>13.6 %, 2007-08</i>	<i>No Gap</i>	<i>2020</i>
<i>Ethnicity</i>	<i>9.4%, 2007-08</i>	<i>No Gap</i>	<i>2020</i>
<i>Disability</i>	<i>6.6%, 2007-08</i>	<i>No Gap</i>	<i>2020</i>

*Expressed as either a percentage or number

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

ACTIVITIES: E. TRANSFER

E.1-Age

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
E.2	Age 20-24	139

•

- *Activity Implementation Plan*

- Conduct research on students who enter the college between age 20-24 to determine their goals for attending college, additional challenges and responsibilities, academic preparedness.

- Conduct surveys, interviews & focus group with this student cohort as they enter college as well as exit surveys upon withdrawal from college completely or from individual courses.
- After needs and goals are assessed, work on planning activities to increase retention and transfer opportunities for this student cohort.
- Hire a stipend personnel “Core Team lead” that will oversee the ongoing planning of the Activities, Goals and Evaluation of the Transfer Indicator target populations

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Fall 2015- Spring2016	SEP Transfer Indicator Core Team Lead \$3,000	\$0

• **Link to Goal**

- Research will facilitate the goal of understanding the needs and challenges of this student population in order to serve them on campus.
- A greater understanding of this student population will drive the planned activities to increase transfer of students with the goal of transferring to a four-year institution.
- The goal of the Core Team lead will be to coordinate a committee that is comprised of students, staff, faculty and administration in the ongoing research and activities that target populations within the Transfer Indicator of the Student Equity Plan on a yearly basis.

• **Evaluation**

- Research needed in this area prior to planned activities.
- The Core team lead will meet with the SEP Chair, SEP Administrator and other Core team lead to discuss and strategies best practices. Further the Course Completion Core team lead will be responsible inputting data and information as it pertains to the Transfer Indicator

E.2-Ethnicity

• **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(s)	# of Students Affected
E.1	Hispanic Students	314

• **Activity Implementation Plan**

Activity

- Develop a transfer, mentoring program for the Hispanic sub-group to provide support and mentoring through the process of beginning college, acclimating and transferring.
- Provide specialized transfer information sessions, university tours and visits for the Hispanic student group.
- Involve families in bi-lingual programs related to transfer.
- Develop individual and group community service opportunities to prepare for university transfer.

Description- Chicano/a- Latino/a, Access, Success, Empowerment (CLASE) Transfer Mentoring Program.

The CLASE Transfer Mentor Program is a peer-to-peer mentoring program in which current students (with more than 40 units) and alumni who have recently transferred provide mentoring to new students with a focus on providing access, success & empowerment.

1. Mentors invite new students to an orientation to meet other students, learn about the requirements for transfer, take a tour of the library, tutoring center and student services center and to sign up for a small mentoring group.
2. In addition, Chicano/a-Latino/a student with Spanish speaking parents are included in a summer transfer overview meeting conducted in Spanish (*Una Tarde: Exitos*). The student, parents and siblings are invited. Refreshments were provided for the inaugural *Exitos* event by the Transfer Center and a Spanish-speaking counselor from the Transfer Center will be present to answer transfer related questions of a technical nature.
3. The lead mentor reviews interest sheets and pairs the mentors with mentees having similar educational and social interests.
4. Regular and frequent meetings are arranged between mentors and small groups of manatees to establish a sense of belonging to the campus and to check in on progress with academic and social adjustment to community college.

Reference to Literature or Research Demonstrating Effectiveness of Mentoring Programs

Several researchers have found that Chicano/a-Latino/a student’s benefit from mentoring relationships (Bordes & Arredondo, 2005; Hu & Ma, 2010). In addition, Chicano/a-Latino/a student’s profit from developing social networks and long-term relationships (Sanchez, Esparza, Berardi, & Pryce, 2010) as well as increased grades as the result of psychosocial support (Cox, Yang, Dicke-Bohmann, 2014).

Planned Expenditures

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	2015-2016 Lead Mentor (Part-time Classified Staff)	\$28,000.00 per year	
	2015-16 Student & Alumni Mentors (Part-time Classified Staff)	\$10,000.00 per year	
	2015-16 Non-instructional supplies for bi-lingual transfer workshops.	\$5000.00 per year	
	2015-16 Printing budget for mentor program	\$2000.00 per year	
	Totals	\$45,000.00	

• *Link to Goal*

- The goal is to improve transfer opportunities for Hispanic students at our college by connecting them with the college via a student-to-student mentoring program called Chicano/a-Latino/a Access, Success & Empowerment (CLASE). Through this activity, new students who identify as Hispanic on their college application will be added to the CLASE database and given “nudges” to inform them of deadlines, activities on campus and activities specifically related to the mentoring program. The nudges are emails sent through the campus system SHERPA. In addition, students who complete an interest form will be paired up with a student mentor for regular small group meetings throughout the semester, university visits, transfer related workshops and community service opportunities.

• *Evaluation*

- Qualitative - CLASE Mentees will be surveyed at the start of the semester to determine their transfer awareness, familiarity with campus services, perception of campus support, educational plan, number of units enrolled and enrollment in math and English.
- At the end of the semester, mentees will be evaluated on the variables listed above in addition to “transfer success” variables that cannot be measured at the beginning of the semester since the students are new to the campus. The success

variables include participation in campus activities, frequency and quality of contact with their mentor, desire to return for the next semester, sense of belonging at the campus.

- Quantities- minutes will be tracked for momentum point completion, including completion of college level math and English, consecutive attendance for three semesters, participation in summer sessions, and grade point average.
- Timeline
 - o September 2015- Collect qualitative survey data (pre-test) with new students in the mentoring program.
 - o September 2015- Collect baseline academic transcript data
 - o October-December 2015- Students participate in the activities of the mentoring program
 - o December 2015 - College qualitative survey data (post-test) on first semester experiences.
 - o November- December 2015- Review transcripts for enrollment in a consecutive semester, English and math, full-time enrollment.
 - o January 2016- Review transcripts for grades, course completion & unit completion.

E.3

• **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	Disability Status	115

• **Activity Implementation Plan**

- Conduct research to help determine why only 42.6% of students with disabilities are transferring after six years.
- Develop a transcript study to track students and determine possible points of exit and/or possible courses that are preventing transfer success.

- Ask students to participate in exit surveys upon withdrawing from a class or from the college.
- Work with Disabled Students Programs and Services (DSPS) and the Career Center to determine ways that the Transfer Center can collaborate with this and other services to increase transfer opportunities for this student population.
- Explore options for speakers directed at transfer and career opportunities for students with disabilities.
- Educate faculty and counselors on careers/majors for students with disabilities.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	2015-2016	\$0	\$0

• **Link to Goal**

- Students with disabilities at Saddleback College showing behavioral intent to transfer would be given equitable opportunities to meet their goals with inclusive transfer practices and opportunities.
- Research will facilitate the goal of understanding the needs and challenges of this student population in order to serve them on campus.

• **Evaluation**

- Evaluation of transcripts.
- Exit surveys.
- Survey evaluations at the completion of the speaking/workshop event.

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

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

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

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
F.1	Low-income students	2,065

- *Activity Implementation Plan*

Specific outreach and financial aid literacy to targeted group. The outreach department and financial aid program are collaborating on presentations and workshops conducted on campus and off campus. Both of these programs are using student mentors and ambassadors to reach out to the targeted group. The students are provided with information about the Board of Governors Waiver and Pell Grants.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Fall 2015 to Summer 2016	\$194,378 + \$5,000 Mileage	

• **Link to Goal**

- By educating the target group about the resources, programs and financial literacy, student will be encouraged to attend college.

• **Evaluation**

- Data that will be collected at the end of each academic year to identify how many students of the targeted group benefited from the outreach efforts. Surveys and focus groups will be utilized to measure the impact of the activity.

F.2

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

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

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
F.2	Veterans	763

• **Activity Implementation Plan**

Increase additional counseling services to Veteran students

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Fall 2015 – Summer 2016	Counseling for Vets \$36,000	

- **Link to Goal**

Saddleback is located about 20 miles from a military base. Many of the vets live in communities close to Saddleback or surrounding areas. There is a need to increase services to veterans; an important service is counseling. Veterans benefit is time limited, therefore, timely counseling, completion of courses and transfer information must be done very prescriptive and accurately. By having additional counseling services veterans will get to their goal using their veterans' benefits.

- **Evaluation**

- Data that will be collected at the end of each academic year to identify how many students of the targeted group benefited from the outreach and counseling efforts. Surveys and focus groups will be utilized to measure the impact of the activity.

F.3

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

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

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
F.3	Foster Youth	70

Activity Implementation Plan

Provide additional counseling for Foster Youth and have a specific location for them on campus to find support.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Fall 2015 – Summer 2016	Counseling for Foster Youth	\$32,786

• **Link to Goal**

The EOPS program has hired a part-time counselor to work with foster youth students. The counselor does outreach to foster youth, students currently enrolled at the college. Her efforts have evolved to develop partnerships with the Orange County Social Services and half-way home in the area. The counselor provides intrusive counseling by contacting them when they don't show up for appointment and keeps track of their progress from the time of onboarding, registration to their classes and progress in their classes.

• **Evaluation**

- Data that will be collected at the end of each academic year to identify how many students of the targeted group benefited from the outreach efforts. The student in the cohort will be tracked for at least four semesters. The data will look at persistence and completion of classes with a passing grade. Surveys and focus groups will be utilized to measure the impact of the activity.

Summary Evaluation

The Student Equity Plan has identified those areas with disproportionately impacted student populations and indicators as prescribed by the California Community Colleges Chancellor's Office. The primary basis for evaluating the plan will be through the core metrics determined by the state: access, course completion, English as a Second Language (ESL) and basic skills completion, degrees, certificates and transfer. The plan has presented target activities and goals for these metrics, which will be evaluated by the Saddleback College of Institutional Research and Planning at the end of the academic year and included in the campus-wide institutional effectiveness and program review process. The outcomes will be evaluated and reported in our annual review document, as proscribed by the State Chancellors Office. Beyond the basic college-wide metrics described above, individual programs serving designated student populations will evaluate the performance of the students they serve on an annual basis at minimum, with assistance from the Saddleback College Institutional Research and Planning office. This evaluation will have both quantitative and qualitative aspects. First, the evaluation of the plan will report on the five metrics required by the state in order to determine the direct impact the programs have on the targeted groups. While we believe that there will be direct evidence in these metrics, it is also crucial to collect qualitative data that might not be directly reflected in those quantitative measures. The evaluations will be conducted by the utilization of surveys and focus groups. The results of the evaluation will be used by the Saddleback Student Equity Plan Committee to determine ongoing adjustments to the plan's activities and funding and for creating an annual equity plan reports.

2015-16 Student Equity Plan Summary Budget
 South Orange County CCD
 Saddleback College

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation	\$ 1,314,425
If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level	
Part II: 2015-16 Planned Student Equity Expenditures	\$ 1,314,425
Balance 2015-16 College Student Equity Allocation	\$ -

Part I: Specific Entry Instructions

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

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

cell: F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.

cell: F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.

cell: F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.

“0” If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.

“+” If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

“-“ If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

Part II: Planned Student Equity (SE) Expenditures

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

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categorical	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Academic Salaries: Position Title(s)	# of Hours										
1000		0.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	SEP Core Team Leads		A-E	\$ -	\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	15,000
	Re-Entry/Educationally Disadv. Counseling		A.1	\$ -	\$ 38,687	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	38,687
	Vets Counseling		A.2	\$ -	\$ 34,850	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	34,850
	Outreach/Counseling - ESL students		C.1	\$ 45,028	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	45,028
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal		\$45,028	\$73,537	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -

2000	Classified and Other Nonacademic Salaries: Position Title(s)		Activity ID	Outreach	Student Services & Categorical	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
		# of Hours										
		0.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Outreach SEP Project Specialists (NBU)		A.1	\$ 27,397	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	27,397
	Program Outreach Specialist (FT)		A.1	\$ 68,208	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	68,208
	Project Specialists (NBU)		A.1	\$ -	\$ -	\$ -	\$ -	\$ 42,985	\$ -	\$ -	\$ -	42,985
	SEP Senior Administrative Assistant (FT)		A-E	\$ -	\$ -	\$ -	\$ 77,556	\$ -	\$ -	\$ -	\$ -	77,556
	SEP Success Coaches (3-FT)		A-E	\$ -	\$ 112,064	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	112,064
	SEP Financial Aid Specialist (FT)		A.2	\$ -	\$ 45,461	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	45,461
	SEP Financial Aid Ambassadors/Outreach Aides (NBU)		A.2	\$ 36,530	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	36,530
	Vets Program Outreach Specialist (FT)		A.3	\$ 68,208	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	68,208
	SEP Research Specialist (FT)		B.1	\$ -	\$ -	\$ 52,572	\$ -	\$ -	\$ -	\$ -	\$ -	52,572

"SCHOOL" Program Coordinator (FT)		B.1	\$ -	\$ -	\$ -	\$ 42,028	\$ -	\$ -	\$ -	\$ -	\$ -	42,028
Peer Mentors		B.1	\$ -	\$ 84,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	84,000
Tutors/Project Specialist-Extended Tutoring		C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,760	\$ -	\$ -	12,760
Part Time Case Manager (NBU)		C.2	\$ -	\$ 25,229	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	25,229
Case Manager (FT)		C.2	\$ -	\$ 42,024	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	42,024
Peer Led Supplemental Instruction		D.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,397	\$ -	\$ -	27,397
Part time Lead Peer Mentor		E.1	\$ -	\$ 25,571	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	25,571
Student Mentors		E.1	\$ -	\$ 9,132	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	9,132
Subtotal			\$ 200,343	\$ 343,481	\$ 52,572	\$ 119,584	\$ 42,985	\$ -	\$ 40,157	\$ -	\$ -	\$ 799,122

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categorical	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	SEP Core Team Leads	A-E	\$ -	\$ -	\$ -	\$ 2,105	\$ -	\$ -	\$ -	\$ -	2,105
	Re-Entry/Educationally Disadv. Counseling	A.1	\$ -	\$ 6,313	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	6,313
	Vets Counseling	A.2	\$ -	\$ 4,889	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	4,889
	Outreach/Counseling - ESL students	C.1	\$ 6,318	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	6,318
	Outreach SEP Project Specialists (NBU)	A.1	\$ 2,603	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2,603
	Program Outreach Specialist (FT)	A.1	\$ 38,792	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	38,792
	Project Specialists (NBU)	A.1	\$ -	\$ -	\$ -	\$ -	\$ 4,084	\$ -	\$ -	\$ -	4,084
	SEP Senior Administrative Assistant (FT)	A-E	\$ -	\$ -	\$ -	\$ 41,390	\$ -	\$ -	\$ -	\$ -	41,390
	SEP Success Coaches (3 FT)	A-E	\$ -	\$ 48,756	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	48,756
	SEP Financial Aid Specialist (FT)	A.2	\$ -	\$ 34,539	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	34,539
	SEP Financial Aid Ambassadors/Outreach Aides	A.2	\$ 3,470	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	3,470
	Vets Program Outreach Specialist (FT)	A.3	\$ 38,792	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	38,792
	SEP Research Specialist (FT)	B.1	\$ -	\$ -	\$ 36,057	\$ -	\$ -	\$ -	\$ -	\$ -	36,057
	"SCHOOL" Program Coordinator (FT)	B.1	\$ -	\$ -	\$ -	\$ 33,805	\$ -	\$ -	\$ -	\$ -	33,805
	Peer Mentors	B.1	\$ 6,318	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	6,318
	Tutors/Project Specialists -Extended Tutoring	C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,212	\$ -	1,212
	Part Time Case Manager	C.2	\$ -	\$ 2,397	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2,397
	Case Manager (FT)	C.2	\$ -	\$ 33,805	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	33,805
	Peer Led Supplemental Instruction	D.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,603	\$ -	2,603

	Part time Lead Peer Mentor	E.1	\$ -	\$ 2,429	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2,429
	Student Mentors	E.1	\$ -	\$ 868	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	868
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 96,293	\$ 133,996	\$ 36,057	\$ 77,300	\$ 4,084	\$ -	\$ 3,815	\$ -	\$ 351,545

4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categorical	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Supplies	A-E	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	5,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ 5,000		\$ -		\$ -	\$ 5,000

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categorical	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Mileage	A-E	\$ -	\$ -	\$ -	\$ 8,000	\$ -	\$ -	\$ -	\$ -	8,000
	Professional Development	A-E	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,193	\$ -	\$ -	11,193
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ 8,000		\$ 11,193		\$ -	\$ 19,193

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categorical	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Online Tutoring Platform	C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	1,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-

			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ 1,000

7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Smart Pens	A-E	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000

		Grand Total	\$ 341,664	\$ 551,014	\$ 88,629	\$ 224,884	\$ 47,069	\$ 11,193	\$ 44,972	\$ 5,000	\$ 1,314,425
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SUMMARY EVALUATION SCHEDULE AND PROCESS

November 2015 – Coordinate data collection and methods with Institutional researcher
January 2016 – Identified activities in the 2014 - 2015 SEP and collect data on target groups.
February 2016 – Work with researcher and focus groups – ongoing monitoring of activities
Spring 2016 Implementation of 2015-2016 SEP, ongoing monitoring of projects
Summer 2016 Implementation, ongoing monitoring of projects; and evaluation
Evaluation reports submitted to Student Equity Plan Committee by June 30

Attachments

**2015-2016 Student Equity Plan (SEP) Report Submission
Milestones and Timelines**

Milestone	Completion Date	Responsible	Goal
Student Equity Research Needs	January 26 9am – 10am	Juan, Georgina, Christos, Nicole and Skouka	Recap and plan for SEP, year 2
SEP Funding Meeting	January 28 11am – 12pm	Juan, Georgina and funding recipients	Distribution of funding and forms
SEP Nudges Meeting	February 10 4pm – 5pm	Juan, Jim G, Georgina and Jennie	Nudges ideas
SEP Marketing Meeting	February 11am – 12pm	Jennie, Core Team, and funding recipients	Discuss Marketing plan for SEP
SEP Core Team Kick-Off	March 17 4pm – 5pm	Core Team Leads, Juan, Georgina and Nicole	Discussion of data and timelines
SEP Funding Meeting	March 18 9:30am – 10:30 am	Core Team and Funding Recipients	Review forms and reallocation of funds
SEP 2 nd year data meeting	March 19 3pm – 4pm	Juan, Nicole, Shouka and Georgina	Review data definitions and methods
SEP Core Team Meeting	April 7 1pm – 2pm	Core Team Leads, Juan, Georgina and Nicole	Update on Core Team's progress (generate reports of their respective sections)
SEP Core Team Meeting	April 21 1pm – 2pm	Core Team Leads, Juan, Georgina and Nicole	Core Team reviews and approves near final draft of SEP report
SEP Funding Meeting	April 22 10am – 11 am	Juan, Georgina and Funding Recipients	Review Budget and expenditure
SEP Core Teams Meeting	May 7 2pm – 3pm	Core Team Leads, Juan, Georgina and Nicole	Core Team Final Draft due to Georgina for integration
SEP Funding Meeting	May 13 10am – 11am	Funding Recipients, Juan and Georgina	Review Budget and expenditures
SEP Core Team Meeting	May 20 2 pm – 3 pm	Core Team Leads, Juan, Georgina and Nicole	Core Team Final Draft due to Georgina for integration
Summer Break	June/July		
SEP Core Team Fall Meeting	August 4 4pm – 5pm	Core Team Leads, Juan, Georgina and Nicole	Core Team Reviews completed SEP to be reviewed by to Academic Senate and Classified Senate and PBSC

Present to PBSC	September - TBA	Core Team Leads, Juan, Georgina and Nicole	SEP Report reviewed by PBSC for Strategic Plan alignment
Present to Academic Senate	October 20, 2015	Core Team Leads	
Present to Classified Senate	October 28, 2015	Core Team Leads	
Final draft of SEP report to docket	October 29, 2015	Juan A / Tod B.	
Present to ASG	October 30, 2015	Core Team Leads	
Final draft of SEP report to Predisent's Office	October	Juan	Review SEP plans to submit to the BOT
The board adopts the final draft of SEP report	November 16	Tod B/Juan A/Georgina G.	Secure approval
Official SEP report submitted to the State Chancellor's Office	December 14	Georgina G	