



2019-22 Student Equity Plan

(For Planning Purposes Only)

1. In the chart below enter the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population (2% increase over previous outcome)		Activities that support the goal
Overall Population	Number Attained/Total Attempted	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
Access: Successful Enrollment	8614/19225 (44.8%)	8786 (172)	45.7%	<p>Create clear pathways to promote completion and success.</p> <ol style="list-style-type: none"> 1. Offer accelerated cohort-style programs 2. Develop low-unit credit and non-credit skills certificates to meet individual and labor market needs 3. Develop scaffolded non-credit/credit/certificate/degree programs <p>Eliminate policies and practices that impede successful enrollment.</p> <ol style="list-style-type: none"> 4. Simplify enrollment processes 5. Simplify Financial Aid processes 6. Improve scheduling strategies using available educational plan data and current/prospective student preferences 7. Provide targeted outreach and recruitment, focusing on groups with high disproportionate impact, such as African American females and male Foster Youth 8. Fully implement Caring Campus to promote connection <p>Create a research agenda to analyze and understand disproportionate impact.</p> <ol style="list-style-type: none"> 9. Develop a research strategy to understand why students apply but do not enroll



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Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population (2% increase over previous outcome)		Activities that support the goal
Overall Population	Number Attained/Total Attempted	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
Retention: Fall to Spring	4060/6008 (67.6%)	4141 (81)	68.9%	<p>Promote high engagement teaching, service, and support throughout the college</p> <ol style="list-style-type: none"> 1. Scale embedded tutoring in gateway courses, and those with high withdrawal/fail rates 2. Scale high engagement and inclusive teaching, such as AVID HE, On Course, Communities of Practice, and the like. 3. Scale high engagement and inclusive services and support, such as EOPS, Free College Promise, the Veterans Resource Center, Tumaini, Puente, and the like. 4. Scale early alert and intrusive advisement to prevent attrition 5. Pair at-risk students with a peer mentor 6. Fully implement Caring Campus to promote engagement and connection <p>Create a research agenda to analyze and understand disproportionate impact.</p> <ol style="list-style-type: none"> 7. Conduct surveys and focus groups to determine group-specific needs for training and education.



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Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population (2% increase over previous outcome)		Activities that support the goal
Overall Population	Number Attained/Total Attempted	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
Transfer to a four-year institution (2016-17 data)	629/6401 (9.8%)	642 (13)	10.0%	<p>Promote high engagement teaching, service, and support throughout the college</p> <ol style="list-style-type: none"> 1. Scale embedded tutoring in gateway courses, and those with high withdrawal/fail rates 2. Scale online tutoring and online library services and support Create a research agenda that enables us to understand why disproportionately impacted groups are less likely to transfer <p>Promote early career exploration, and comprehensive education planning</p> <ol style="list-style-type: none"> 3. Develop an educational plan for every student 4. Expand the use of Starfish to prevent withdrawal and failure. <p>Create cohorts and learning communities to promote learning and success</p> <ol style="list-style-type: none"> 5. Create cohorts for high-labor market demand programs 6. Offer the Free College Promise program to all incoming freshmen, regardless of age and recency of high school diploma completion <p>Create clear pathways to promote completion and success.</p> <ol style="list-style-type: none"> 7. Increase the number of CCAP and dual enrollment agreements 8. Reduce time to completion for degree earners by reducing the general education unit requirement to align with state averages 9. Create scaffolded programs to enable students to earn



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Overall Population	Number Attained/Total Attempted	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
				<p style="margin-left: 20px;">completions as part of their long-term educational goals</p> <p>10. Increase the courses and programs using free online educational resources.</p> <p>11. Develop programs and partnerships with transfer institutions to promote transfer and transition to four-year colleges and universities, particularly for disproportionately impacted students</p>



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Overall Population	Number Attained/Total Attempted	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
Completion of transfer level math and English	158/1570 (10.1%)	161 (3)	10.3%	<p>Promote high engagement teaching, service, and support throughout the college</p> <ol style="list-style-type: none"> 1. In fall 2018, complete the implementation of AB 705 2. Embed tutoring in all Math and English classes 3. Create ways to increase the number of students who participate in tutoring, e.g. required tutoring as a course deliverable, inviting instructors to bring their classes to the Tutoring Center, and the like 4. Increase the number and proficiency of online math and English instructors 5. Scale online tutoring and online library services and support 6. Encourage students to enroll in the co-requisite math or English class 7. Scale high engagement and inclusive teaching, such as AVID HE, On Course, Communities of Practice, and the like. <p>Create clear pathways to promote completion and success.</p> <ol style="list-style-type: none"> 8. Clarify math pathways and align with majors/meta majors 9. Re-number math courses 10. Explore scheduling patterns to promote acceleration through math and English pathways 11. Clarify math pathways and align with majors/meta majors 12. Re-number math courses 13. Explore scheduling patterns to promote acceleration through math and English pathways



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Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population (2% increase over previous outcome)		Activities that support the goal
Overall Population	Number Attained/Total Attempted	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<p><i>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</i></p>	<p>467/12295 (3.8%)</p>	<p>476 (9)</p>	<p>3.9%</p>	<p>Promote early career exploration, and education planning</p> <ol style="list-style-type: none"> 1. Provide counseling and retention services to ensure students stay on course to complete their goals 2. Ensure each student has an educational plan leading to a career goal 3. Provide career exploration, planning and awareness early in the student's matriculation <p>Create clear pathways to promote completion and success.</p> <ol style="list-style-type: none"> 4. Clarify pathways, and align them with students' career goals and with labor market demand 5. Create scaffolded non-credit and credit certificates leading to higher-level certificates or degree(s) <p>Promote high engagement teaching, service, and support throughout the college</p> <ol style="list-style-type: none"> 6. Provide professional development for staff and faculty regarding barriers to completion 7. Promote high engagement teaching, tutoring, and guidance strategies <p>Create a research agenda to analyze and understand disproportionate impact.</p> <ol style="list-style-type: none"> 8. Create a research agenda to understand the barriers to goal completion



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2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Disabled, Female	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Transfer to a four-year institution (2016-17 data)</i>	20/280 (7.1%)	628/6391 (9.8%)	23 (3)	8.2%	Activities and interventions related to this metric are described on Pages 3-4
<i>Completion of transfer level math and English</i>	2/43 (4.7%)	158/1566 (10.1%)	4 (2)	9.3%	Activities and interventions related to this metric are described on Pages 5



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Disabled Male	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Transfer to a four-year institution (2016-17 data)</i>	13/228 (5.7%)	628/6391 (9.8%)	19 (6)	8.3%	Activities and interventions related to this metric are described on Pages 3-4
<i>Completion of transfer level math and English</i>	1/38 (2.6%)	158/1566 (10.1%)	3 (2)	7.9%	Activities and interventions related to this metric are described on Pages 5



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Not Economically Disadvantaged, Female	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	57/1886 (3.0%)	467/12265 (3.8%)	61 (4)	3.2%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Not Economically Disadvantaged, Male	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	45/1940 (2.3%)	467/12265 (3.8%)	63 (18)	3.2%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
American Indian, Female	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Transfer to a four-year institution (2016-17 data)</i>	0/8 (0%)	628/6391 (9.8%)	1 (1)	12.5%	Activities and interventions related to this metric are described on Pages 3-4
<i>Completion of transfer level math and English*</i>	0/4 (0%)	158/1566 (10.1%)	1 (1)	25.0%	Activities and interventions related to this metric are described on Pages 5



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
American Indian, Male	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	0/22 (0%)	467/12265 (3.8%)	1 (1)	4.5%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Asian, Male	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Completion of transfer level math and English</i>	1/22 (4.5%)	158/1566 (10.1%)	2 (1)	9.1%	Activities and interventions related to this metric are described on Pages 5
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree*</i>	8/260 (3.1%)	467/12265 (3.8%)	9 (1)	3.5%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
Black or African American, Female					
<i>Access: Successful Enrollment</i>	328/912 (36.0%)	8558/18879 (45.3%)	351 (23)	38.5%	Activities and interventions related to this metric are described on Page 1
<i>Completion of transfer level math and English</i>	1/19 (5.3%)	158/1566 (10.1%)	2 (1)	10.5%	Activities and interventions related to this metric are described on Pages 5
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree*</i>	10/317 (3.2%)	467/12265 (3.8%)	11 (1)	3.5%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Black or African American, Male	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Access: Successful Enrollment</i>	57/101 (56.4%)	4054/5997 (67.6%)	58 (1)	57.4%	Activities and interventions related to this metric are described on Page 1
<i>Transfer to a four-year institution (2016-17 data)</i>	7/120 (5.8%)	628/6391 (9.8%)	10 (3)	8.3%	Activities and interventions related to this metric are described on Pages 3-4
<i>Completion of transfer level math and English</i>	0/23 (0%)	158/1566 (10.1%)	2 (2)	8.7%	Activities and interventions related to this metric are described on Pages 5
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	5/235 (2.1%)	467/12265 (3.8%)	8 (3)	3.4%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Filipino, Male	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Transfer to a four-year institution (2016-17 data)</i>	3/67 (4.5%)	628/6391 (9.8%)	6 (3)	9.0%	Activities and interventions related to this metric are described on Page 3
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	3/125 (2.4%)	467/12265 (3.8%)	4 (1)	3.2%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Hispanic or Latino, Female	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Completion of transfer level math and English*</i>	33/388 (8.5%)	158/1566 (10.1%)	34 (1)	8.8%	Activities and interventions related to this metric are described on Pages 5



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Hispanic or Latino, Male	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Transfer to a four-year institution (2016-17 data)</i>	97/1327 (7.3%)	628/6391 (9.8%)	111 (14)	8.4%	Activities and interventions related to this metric are described on Pages 3-4
<i>Completion of transfer level math and English</i>	32/387 (8.3%)	158/1566 (10.1%)	33 (1)	8.5%	Activities and interventions related to this metric are described on Pages 5
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	78/2561 (3.0%)	467/12265 (3.8%)	83 (5)	3.2%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree*</i>	9/291 (3.1%)	467/12265 (3.8%)	10 (1)	3.4%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Native Hawaiian or Other Pacific Islander, Female	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Completion of transfer level math and English*</i>	0/5 (0%)	158/1566 (10.1%)	1 (1)	20.0%	Activities and interventions related to this metric are described on Pages 5
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	0/19 (0%)	467/12265 (3.8%)	1 (1)	5.3%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
Native Hawaiian or Other Pacific Islander, Male					
<i>Completion of transfer level math and English*</i>	0/2 (0%)	158/1566 (10.1%)	1 (1)	50.0%	Activities and interventions related to this metric are described on Pages 5



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Some Other Race, Female	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Transfer to a four-year institution (2016-17 data)</i>	0/6 (0%)	628/6391 (9.8%)	1 (1)	16.7%	Activities and interventions related to this metric are described on Pages 3-4
<i>Completion of transfer level math and English*</i>	0/1 (0%)	158/1566 (10.1%)	1 (1)	100.0%	Activities and interventions related to this metric are described on Pages 5



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Some Other Race, Male	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Access: Successful Enrollment</i>	16/45 (35.6%)	8558/18879 (45.3%)	17 (1)	37.8%	Activities and interventions related to this metric are described on Page 1
<i>Retention: Fall to Spring</i>	3/8 (37.5%)	4054/5997 (67.6%)	5 (2)	62.5%	Activities and interventions related to this metric are described on Page 2
<i>Completion of transfer level math and English*</i>	0/4 (0%)	158/1566 (10.1%)	1 (1)	25.0%	Activities and interventions related to this metric are described on Pages 3-4



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
First Generation, Female	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Completion of transfer level math and English</i>	31/396 (7.8%)	158/1566 (10.1%)	34 (3)	8.6%	Activities and interventions related to this metric are described on Pages 5



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
First Generation, Male					
<i>Transfer to a four-year institution (2016-17 data)</i>	99/1360 (7.3%)	628/6391 (9.8%)	114 (15)	8.4%	Activities and interventions related to this metric are described on Pages 3-4
<i>Completion of transfer level math and English</i>	29/386 (7.5%)	158/1566 (10.1%)	33 (4)	8.5%	Activities and interventions related to this metric are described on Pages 5



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Foster Youth, Female	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Access: Successful Enrollment</i>	110/293 (37.5%)	8558/18879 (45.3%)	113 (3)	38.6%	Activities and interventions related to this metric are described on Page 1
<i>Completion of transfer level math and English*</i>	1/16 (6.2%)	158/1566 (10.1%)	2 (1)	12.5%	Activities and interventions related to this metric are described on Pages 5



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
Foster Youth, Male					
<i>Access: Successful Enrollment</i>	66/237 (27.8%)	8558/18879 (45.3%)	91 (25)	38.4%	Activities and interventions related to this metric are described on Page 1
<i>Completion of transfer level math and English</i>	0/6 (0.0%)	158/1566 (10.1%)	1 (1)	16.7%	Activities and interventions related to this metric are described on Page 4-5
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	0/53 (0%)	467/12265 (3.8%)	2 (2)	3.8%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
LGBT, Female	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Transfer to a four-year institution (2016-17 data)</i>	9/126 (7.1%)	628/6391 (9.8%)	11 (2)	8.7%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
LGBT, Male	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Transfer to a four-year institution (2016-17 data)</i>	2/81 (2.5%)	628/6391 (9.8%)	7 (5)	8.6%	Activities and interventions related to this metric are described on Pages 3-4
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	5/179 (2.8%)	467/12265 (3.8%)	6 (1)	3.4%	Activities and interventions related to this metric are described on Page 6



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
Veteran, Female	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
<i>Access: Successful Enrollment</i>	31/82 (37.8%)	8558/18879 (45.3%)	32 (1)	39.0%	Activities and interventions related to this metric are described on Page 1
<i>Retention: Fall to Spring</i>	34/64 (53.1%)	4054/5997 (67.6%)	37 (3)	57.8%	Activities and interventions related to this metric are described on Page 2
<i>Transfer to a four-year institution (2016-17 data)</i>	3/68 (4.4%)	628/6391 (9.8%)	6 (3)	8.8%	Activities and interventions related to this metric are described on Pages 3-4



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Metric	Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Student Population		Activities that support the goal
	Number Attained/Total Attempted	Population Figures (Number Attained/Total Attempted)	Goal Number to Eliminate DI (Difference from Current Number in Parentheses)	Percent Goal	
Veteran, Male					
<i>Completion of transfer level math and English</i>	1/28 (3.6%)	158/1566 (10.1%)	2 (1)	7.1%	Activities and interventions related to this metric are described on Pages 5
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>	11/355 (3.1%)	467/12265 (3.8%)	12 (1)	3.4%	Activities and interventions related to this metric are described on Page 6



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1. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

The College has formed the Student Equity and Access Program Task force, which met during spring 2019 to develop and integrate the Basic Skills, Equity, and Student Success and Support program budgets and to create the Student Equity Plan. The task force is comprised of the following members:

- Co-chairs of the BSI Committee
- Co-chairs of the Student Success and Equity Committee
- Co-chairs of the mathematics department, the co-chairs of the English departments
- Dean of Letters, Arts, and Mathematics
- Dean of Student Services/Student Support
- Dean of Student Services/Student Success
- Coordinator, Tutoring Center
- Tutor Coordinator
- Research Analyst, Office of Institutional Effectiveness, Research, and Planning.
- Vice President of Instruction
- Vice President of Student Services

The task force will continue to meet throughout the spring semester.

The OIERP will conduct an annual equity audit, to include formative and summative reviews of our progress toward meeting the College's equity goals, and to monitor and document our progress toward implementing our planned activities. The leaders of the SEAP Task Force will share the results of analysis with the college and appropriate constituencies, committees and programs. The data and information will inform the college's integrated planning and resource allocation process. For example, the OIERP staff will disaggregate the math and English completion data by group. Mathematics and English department faculty will use the disaggregated data in their program reviews. As part of the summative review, OIERP will track the impact of tutoring services, education planning, AB705 implementation in math and English, and distance education on the success and access of our disproportionately impacted groups. The SSEEM Committee will elicit progress reports from the individuals responsible for each activity. The SEAP Task Force will identify barriers to the completion of planning activities, update the Equity Plan to address emerging barriers, and take action to remedy them. The table below shows the planned research activities for the next three years.



2019-22 Student Equity Plan

(For Planning Purposes Only)

Actions	2019-20	2020-21	2021-22
Conduct an annual Equity Audit	x	x	x
Augment the research agenda with information from focus Groups with Disproportionately Impacted groups at the college and in the community	x	x	x
Align Equity Goals and Institutional Goals and Planning Processes	x	x	x
Develop a communication protocol to embed Equity goals in college-wide planning and resource allocation processes	x	x	x
Track Professional Development outcomes	x	x	x
<ul style="list-style-type: none"> • Satisfaction • Learning 			
Track activities	x	x	x
Track percentage of students with a student education plan	x	x	x
Track tutoring participation by type and determine relationship with equity outcomes	x	x	x
Track student education planning, determine relationship with equity outcome	x	x	x

2. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

Although the Student Success and Equity and Basic Skills Initiative Committees have not been integrated, categorical programs are represented in both their memberships, and the SEAP Task Force includes categorical and campus-based program representation, such as EOPS/CARE/CalWORKS/Guardian Scholars, and DSPS.

Since the advent of the SSSP, Equity, and BSI funding streams, the college has supported the work of equity-related categorical programs. Many of the interventions/actions cited in the current Equity Plan have been under way since 2014-15. For example, the college is continuing to promote principals of universal design in its approach to integrating technology and technology training into the classroom. SEAP and DSPS collaborate to fund a full-time Assistive Technology Specialist for the Technology Success Center, whose services are offered to all CHC students and have begun to be embedded in some classes. Additionally, SEAP funds will partially fund an EOPS counselor to provide support to former foster youth. All categorical programs have access to the services of the Research Analyst funded through SEAP.

3. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress



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made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

4. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name Rebecca Warren-Marlatt, Ed.D. Title Vice President, Student Services

Email Address rmarla@craftonhills.edu Phone (909) 389-3355

Alternate Point of Contact:

Name: Kirsten Colvey Title Dean, Student Success Email Address kcolvey@craftonhills.edu

Phone (909) 389-3327



2019-22 Student Equity Plan

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Approval and Signature Page

College: Crafton Hills College District: San Bernardino Community College District

Board of Trustees Approval Date: June 13, 2019

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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