

**FOOTHILL COLLEGE**  
**STUDENT EQUITY PLAN**



**DECEMBER 7, 2015**

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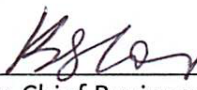
**FOOTHILL COLLEGE STUDENT EQUITY PLAN SIGNATURE PAGE**


**District:** Foothill – De Anza CCD **Board of Trustees Approval Date:** Dec 07, 2015

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

  
 [Kimberlee Messina, Interim President] messinakimberlee@foothill.edu  
Email

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

  
 [College Chief Business Officer: Bernata Slater] slaterbernata@foothill.edu  
Email

  
 [District Chief Business Officer: Kevin McElroy] mcelroykevin@fhda.edu  
Email

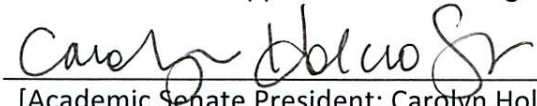
I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

  
 [Chief Student Services Officer: Denise Swett] swettdenise@foothill.edu  
Email

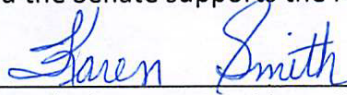
I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

  
 [Chief Instructional Officer: Kurt Hueg] huegkurt@foothill.edu  
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.

  
 [Academic Senate President: Carolyn Holcroft] holcroftcarolyn@foothill.edu  
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.

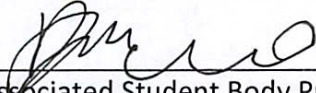


smithkaren@foothill.edu

[Classified Senate President: Karen Smith]

Email

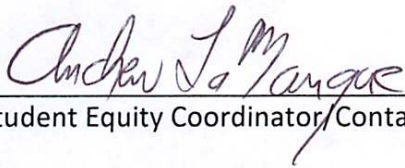
I certify that Associated Student Body representatives were involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



asfcpres@fhda.edu

[Associated Student Body President: Breeze Liu]

Email



lamanqueandrew@foothill.edu

[Student Equity Coordinator/Contact: Andrew LaManque]

E mail

<http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>

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## EXECUTIVE SUMMARY

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Foothill College, located in the San Francisco Bay Area's Silicon Valley, educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. This diversity includes enrollment from students who identify as 25% Latino, 26% Asian, 4% African American, 4% Filipino, and 36% White (2014-15). One-fourth of Foothill College students identify as low income (annual income of less than \$25,000), an income rate that vastly under-represents the needs and challenges faced by families in an area where the average price of a home approaches one million dollars.

Believing a well-educated population is essential to sustaining and enhancing a democratic society, taxpayers from Los Altos, Los Altos Hills, Mountain View, and Palo Alto have generously supported two bond measures which have allowed the college to support and expand the variety of programs and services that our students need to achieve their goals in the workforce, as future students, and as global citizens.

The Foothill College Student Equity Plan supports the College Educational Master Plan goal of reducing barriers and facilitating students' ease of access across the District and region. As stated in the Educational Master Plan, the college is committed to implementing activities to improve the achievement of student outcomes among those population groups experiencing disproportionate impact. The College is also committed to creating a culture of equity that promotes student success, particularly for underserved and underrepresented students.

The Foothill College Student Equity Plan supports five overarching activities:

- Creation of a Student Success and Retention Team with members from both student services and instruction to provide both operational support and program coordination to our equity activities.
- Development of an Early Alert System that integrates Student Services and Instruction to provide student engagement and support for a variety of needs.
- Development of a Mentoring Program that includes faculty and staff as well as peer to peer mentoring and is integrated with the Early Alert System.
- Provision of Professional Development that is action-oriented to provide support for change as well as support for practical and tangible activities to better serve and support disproportionately impacted students.
- Application of a robust Research Agenda to provide faculty and staff data showing the most productive ways to help our students.

**FOOTHILL COLLEGE STUDENT EQUITY PLAN TARGET POPULATIONS**

The student populations that will be the focus of Foothill College’s activities have been guided by an analysis that looked at a) the groups with the largest gaps in outcomes as well as b) the size of the group in the student population c) the previous plan that focused on African American, Latino, and Filipino students and d) consistency across success goals. Where appropriate we have continued previous plan targets of reducing the gaps by 3 percentage points.

African American, Latino, and Low Income students are included as the focus of activities for Course Completion, Math Basic Skills, Degree and Certificate Completion, and Transfer Completion. Foothill College has chosen to concentrate its efforts to help students through the college pipeline, from placement into basic skills, progression to college level courses, completion of college level courses, and obtainment of student goals for a degree and/or transfer.

**Foothill College Disproportionately Impacted Student Groups Targeted in 2015-16 Student Equity Plan Activities**

Disproportionately Impacted Group	Fall 2014 Headcount	Access	Course Completion	ESL Basic Skills Completion	English Basic Skills Completion	Math Basic Skills Completion	Degree and Certificate Completion	Transfer Completion
Veterans *	177	X						
Vietnamese	643	X						
Asian Indian	498	X						
African American	544		X		X	X	X	X
Latino	3,671		X	X		X	X	X
Low Income *	2,814		X		X	X	X	X
Females *	7,487			X				
Native Hawaiian or other Pacific Islanders	103			X				
Filipino and Native Hawaiian or other Pacific Islander	636				X			

\* Note these populations include students from all ethnic groups. The numbers are not mutually exclusive.

Below is a list of the Student Equity Plan activities and the budget categories outlining planned spending for the Foothill College allocation of approximately 882 thousand dollars.

**FOOTHILL COLLEGE STUDENT EQUITY PLAN ACTIVITIES**

**Access**

A.1 – Marketing and Outreach to Recruit Students from Underrepresented Student Groups

**Course Completion**

- B.1 – Develop and Implement a Mentoring Program
- B.2 – Professional Development to Assist Faculty and Staff with Identifying and Implementing Strategies to Increase Success of Disproportionately Impacted Students
- B.3 – Support 3SP Early Alert Activities
- B.4 – Plan for the Expansion of First Year Experience
- B.5 – Provide Equity Research
- B.6 – Develop Online Access to Data about Subpopulations of Students
- B.7 – Reduce Financial Barriers to Course Success for Low Income Students

**ESL and Basic Skills Completion**

C.1 - Pilot Multiple Measures of Assessment

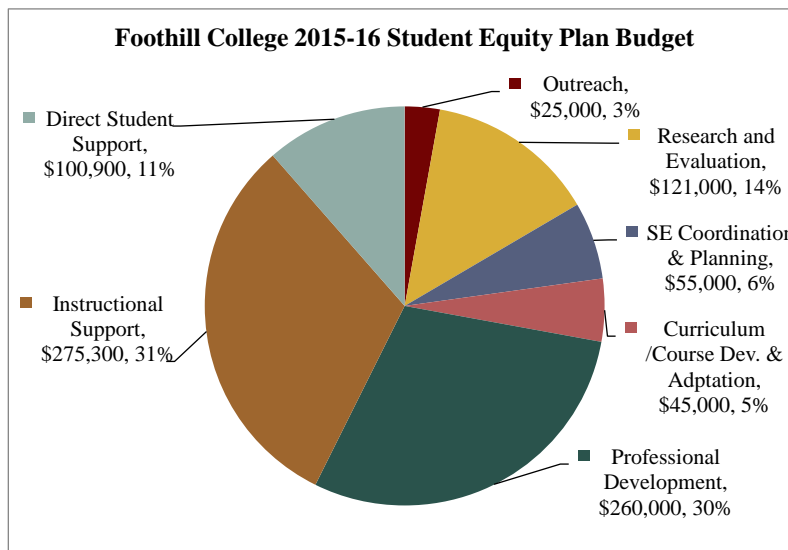
**Degree and Certificate Completion**

D.1 – Use Student Educational Plan Data to Project Student Needs

**Transfer**

E.1 – Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact

**Foothill College Student Equity Plan Funding Budgeted to Achieve Goals**



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[lamaniqueandrew@fhda.edu](mailto:lamaniqueandrew@fhda.edu), 650-949-7179



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## PLANNING COMMITTEE AND COLLABORATION

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The development of the Student Equity Plan for 2015-16 was based on input from multiple college groups and has been a continuation of the work done for the 2014-15 Plan. That plan used an RFP process to solicit innovative equity ideas from faculty and staff for activities that would support our plan. The selection of activities for the 2014-15 plan was guided by a Student Equity Workgroup Rubric.

### **Student Equity Proposal Rubric 2014-15**

- Targets SEP student population(s)
- Directly engages SEP student population
- Directly connects to goals and activities listed in the 2014/2015 SEP
- Potential for sustainability: institutionalization in the event that state discontinues student equity funds
- Number of students directly impacted
- Proposal includes clear benchmarks for success
- Data-driven; aligns with known research-based better practices
- Potential to impact both face-to-face and distance-ed. students

Selected projects included research and piloting a First Year Experience program, facilitating and organizing professional development activities, and evaluating and assessing funded efforts.

The Student Equity Workgroup (SEW) reviewed data in Spring 2015 and Fall 2015. During this review the SEW discussed opportunities and approaches for helping students reach their goals, wherever their starting point. Members of the SEW also participated in the drafting of the 3SP plan during the summer and fall of 2015. At the same time the campus was developing a new Educational Master Plan and seeking input from a wide cross section of the community.

The tri-chairs of the 3SP Advisory Committee, the Basic Skills Workgroup, and the Student Equity Workgroup as well as the Vice President of Instruction, Associate Vice President of Instruction (accreditation officer), and Institutional Researcher (who is leading the effort to revise our college master plan) met several times during the Summer of 2015 to identify areas of common interest and collaboratively develop strategies to best leverage human and financial resources to increase student success. This group, called “The Student Success Collaborative” proposed the idea of a Student Success and Retention Team that is both a conceptual framework as well as a group that will meet as a team.

There was consensus that our strategic focus would be on three initiative areas:

- Early Alert
- Mentoring
- Professional Development.

It was agreed that these broad areas will serve as an umbrella for our activities.

The Foothill College Basic Skills and 3SP plans include the following activities:

**Basic Skills**

1. Embedded Tutoring
2. Math Summer Bridge
3. English Summer Bridge

**3SP**

- Early Alert
- Revamped Orientation Options
- Counseling Support for Student Education Plans
- Multiple Measures Pilots
- Enrollment Priorities

**Research and Professional Development Activities for Both**

Foothill College's shared governance process culminates in discussions at the Planning and Resource Council (PaRC), providing another venue where feedback and support about equity plan initiatives were gathered and solicited from the college. The PaRC meetings are open to all interested faculty, staff, and students, with individuals from each campus constituency represented as voting members. The Student Success and Retention Team idea was presented to PaRC at the October 7, 2015 meeting. The equity plan was discussed for a first and second reading, with sharing to other groups such as Academic and Classified Senate, in November 2015. The plan was reviewed by the Board of Trustees on December 7, 2015.

**STUDENT EQUITY PLAN COMMITTEE MEMBERSHIP LIST**

<b>Member Name</b>	<b>Title</b>	<b>Organization(s), Program(s) or Role(s) Represented</b>
Paul Starer	Dean, Language Arts & TLC	Administrative Tri-Chair
Hilda Fernandez	Faculty, English	Faculty Tri-Chair
Roberto Sias	Bookstore Courseware Coordinator	Classified Staff Tri-Chair
Micaela Agyare	Librarian	Library
Andrew LaManque	AVP of Instruction	Equity Coordinator
Kimberlee Messina	Interim President	Office of the President
Justin Schultz	Instructional Services Coordinator	Classified Staff / Instruction
Katie Ha	Faculty, Supplemental Learning	Faculty / Instruction / TLC
Bill Ziegenhorn	Faculty, History	Faculty / Instruction
Adrienne Hypolite	Early Alert Coordinator	Student Services
Laureen Balducci	AVP of Student Services	Student Services
Nazy Galoyan	Dean of Enrollment Services	Admissions & Records
Richard Mills	Faculty, English	Faculty / Instruction
Lori Silverman	Faculty, Mathematics	Faculty / Instruction
Lan Truong	Dean of Counseling	Counseling
April Henderson	Interim EOPS Supervisor	EOPS / Counseling
John Fox	Faculty, Sociology	Faculty / Instruction
Sara Cooper	Faculty, Biology	Faculty / Instruction
Carolyn Holcroft	Academic Senate President; Faculty, Biology	Faculty / Instruction
Michelle Palma	Faculty, Geography	Faculty / Instruction
Elaine Kuo	Supervisor, Institutional Research and Planning	Institutional Research and Planning

# ACCESS

## CAMPUS-BASED RESEARCH: ACCESS

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

Target Population(s)	# of Foothill College's total enrollment in Fall 2014	% of Foothill College's total enrollment (proportion)	% of adult population within Santa Clara County in 2014 (proportion)**	Gain or loss in proportion (Percentage point difference with +/- added)*
American Indian/Alaska Native	27	0%	0%	0
Asian-Asian Indian	498	4%	8%	-4
Asian-Chinese	1417	10%	9%	+1
Asian-Filipino	533	4%	5%	-1
Asian-Japanese	203	1%	2%	-1
Asian-Korean	240	2%	1%	+1
Asian-Other Asian	398	3%	2%	+1
Asian-Pacific Islander	103	1%	<1%	0
Asian-Vietnamese	643	5%	7%	-2
Black or African American	544	4%	2%	+2
Hispanic or Latino	3671	25%	25%	+1
White	5170	36%	37%	-1
Some other race***	NA	NA	NA	NA
More than one race	736	5%	2%	+3
<b>Total of 8 cells above (Orange cells should = 100%)</b>	<b>14183****</b>	<b>100%</b>	<b>100%</b>	
Males	7789	50%	50%	0
Females	7487	49%	50%	-1
Unknown gender	166	1%	NA	NA
<b>Total of 3 cells above (Orange cells should = 100%)</b>	<b>15442</b>	<b>100%</b>	<b>100%</b>	
Current or former foster youth*****	68	0%	0%	0
Individuals with disabilities*****	767	5%	5%	0
Low-income students*****	2814	18%	13%	+5
Veterans*****	177	1%	5%	-4

\*Calculated by subtracting the % of the adult population within Santa Clara County from the % of Foothill College's total enrollment.

\*\* Ethnicity and gender data for Santa Clara County can be found at CA Dept of Finance Population Projects, P-3 Report. Adult population is defined as age 18 and older. Ethnicity data for Foothill College come from CCCCO Data Mart.

\*\*\*The "some other race" category is not available for the ACCESS indicator.

\*\*\*\*Unknown race is not reported to maintain consistency between Santa Clara County and Foothill figures.

\*\*\*\*\*Foster youth data for Santa Clara County are approximated using Webster, D., et al. California Child Welfare Indicators Project Reports, UC Berkeley Center for Social Services Research (May 2015). Disability data for Santa Clara County are

approximated using Disability Population Statistics for Santa Clara County, California. Estimates are based on Pooled 2005-2007 ACS PUMS Data. Low-income data for Santa Clara County are approximated using U.S. Census Bureau: State and County QuickFacts based on 2009-2013 estimates. Low-income for Santa Clara County is defined as having an income between \$0 and \$24,999. Veteran data for Santa Clara County are approximated using U.S. Census Bureau: State and County QuickFacts based on 2009-2013 estimates. Foster youth, disability, low-income, and veteran information at Foothill College comes from FHDA, ODS. Low-income at Foothill College is defined as having a family income between \$0 and \$25,000.

### Analysis

Foothill College draws less than 20% of its students from its immediate service area of Los Altos, Los Altos Hills, Mountain View and Palo Alto. While the college serves students from around the Bay Area (as well as those living outside of California), the majority of our students reside in Santa Clara County so the comparison between the county and the college populations is appropriate. As roughly 30% of our student population identifies as Asian (including Filipinos and Pacific Islanders), it is important to disaggregate these data to increase understanding of student access. The ACCESS table indicates that among most student populations, the college rate is comparable to the county, especially for traditionally underserved and underrepresented groups such as African Americans and Latino/as. However, Asian Indian, Veterans and Vietnamese students are underrepresented compared to the Santa Clara County demographics.

The analysis also considered that Asian Indian students have a success rate lower than the college average and Vietnamese students have the highest rate of financial aid participation by ethnicity at the college.

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

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### GOAL: A. ACCESS

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

#### Baseline Data and Goals

Target Population(s)	Current gap, year	Goal	Goal Year
Asian Indian	-4%, Fall 2014	<i>No gap</i>	<b>2020</b>
Veterans	-4%, Fall 2014	<i>No gap</i>	<b>2020</b>
Vietnamese	-2%, Fall 2014	<i>No gap</i>	<b>2020</b>

**ACTIVITIES: A. ACCESS**

***A.1 – Marketing and Outreach to Recruit Students from Under-represented student groups***

**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(s)	# of Students Affected
A.1	Asian Indian	498
	Veterans	177
	Vietnamese	643

**Activity Implementation Plan**

The Marketing and Public Relations Department will participate in several targeted marketing campaigns, aimed at increasing enrollment in the Asian Indian, Vietnamese, and veteran populations. This will be accomplished through a mix of traditional and digital mediums.

Research will be conducted that will disaggregate data by zip code and other variables such as language spoken at home, full-time status, and percent of courses taken online to inform our recruiting strategies. Based on these data disaggregation, more specific and targeted outreach can be conducted. Data will also be collected on students in target populations who applied to the college but who did not register (and students who register but drop all their classes before opening day). This effort will also seek to gather the perspectives of those students who were dropped for non-payment and did not re-enroll. Focus groups may be conducted to explore why target populations apply but may not matriculate. An assessment of the potential demand for a new learning cohort focused on Asian cultures will be conducted, along with a review of similar programs that may currently exist at other colleges.

Based on the findings from these efforts, Marketing will develop outreach efforts to better target these specific student populations. If appropriate, communication will be in the native languages of these demographic groups. Other targeted efforts may include the development of materials to highlight learning communities such the First Year Experience, Honors, and nontraditional majors in science and technology should the data suggest interest in these programs. Information on steps necessary for securing enrollment priorities and student engagement in these priorities will also be developed in coordination with the Enrollment Services Office (Admissions and Records) and Counseling.

Increased campus based communications will provide faculty and staff with enhanced awareness of related campus events to better link faculty to these student recruitment efforts. Technology, such as a web management or calendaring system, will be used to facilitate this task. As outlined in Foothill College’s Facilities Master Plan, an assessment of campus signage

will be conducted and a determination will be made to clarify signs and directions to Admissions and Records as well as other important services, such as Counseling and Assessment.

A marketing and outreach plan will be developed to recruit veterans by advertising in armed services publications, and by developing materials that highlight the advantages of attending Foothill. Outreach will work with the VA to reach veteran populations in our local service area, with emphasis on female veterans.

Focus groups will be conducted to discern why some veterans applied to the college but did not follow through with registration. An attempt will also be made to identify what resources veterans need when they arrive on campus. The campus veteran’s center and its services will continue to be publicized; continued support from the Rotary Club of Los Altos and the Foothill-De Anza Foundation will be leveraged to help promote the college and the Veterans Resource Center (VRC).

**Other Activities to Support Disproportionately Impacted Students**

- Bringing poets and artists to a workshop and/or lecture. Brining educators, writers, or artists representative of the focus groups identified in the plan is important for attracting and retaining students.
- Generate student voice through the development of culturally aligned events. These initiatives will also be student-directed and may include a student newspaper, creative writing club or gazette.
- Include STEM related events such as a week-long activity so many classes can participate.

**Estimated Timeline**

- Activities will take place throughout the year.
- Marketing and outreach plan for veterans completed by end of Spring 2016.
- Recruitment activities for Fall 2016 enrollment will begin in Spring 2016.

The Director of Marketing and Public Relations will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	Fall 2015 – December 2016	\$25,,000	

A portion of the funding will be spent on social media advertising, including Facebook, LinkedIn, and Google. Data shows that these mediums are cost effective and allow institutions to reach specific populations.

Additional funding will be spent on printed publications, specifically Foothill College viewbooks. The different viewbooks will also allow us to outreach to the above-mentioned groups. Portions will be printed in languages other than English. This will also include small, direct mail

campaigns with customized URLs. These webpages will be designed by the Marketing Department.

A fraction of the funding will be spent on traditional media, including weekly newspapers, radio, and some television. The college currently subscribes to the annual Media Preferences Survey which will tell staff which specific stations, publications, and channels to focus on.

**Link to Goal**

Developing marketing and outreach activities that reach the specific student groups identified as experiencing disproportionate impact will assist the institution's efforts on increasing enrollment in these populations.

The additional recruiting efforts will allow us to serve more veterans in its programs that support Veterans, which include a dedicated space on campus (Veterans Resource Center-VRC).

**Evaluation**

The evaluation will track student enrollment on a quarterly and annual basis, with focus on Asian Indians, Veterans and Vietnamese populations. Data will examine participation rates along the matriculation process, from application, registration, drop and withdraw rates. Veterans' experiences regarding their college choice process, specifically the decision to enroll at Foothill College, may be best solicited through informal interviews or focus groups. This effort will involve those who support the VRC as well as local community members who work with Veteran (and military) populations. Those data collected initially by the Marketing and Public Relations Department will help guide the larger institutional efforts to document and increase understanding of our Asian Indian, Veterans' and Vietnamese student groups and why they may or may not choose to enroll at Foothill College.



# COURSE COMPLETION

## CAMPUS-BASED RESEARCH: COURSE COMPLETION

Target Population(s)	The # of credit courses students enrolled in & were present in on census day in Fall 2014	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day in Fall 2014	Total (all student average) pass rate* in Fall 2014	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	210	140	67%	77%	-10
Asian-Cambodian	80	55	69%	77%	-8
Asian-Chinese	3353	2754	82%	77%	+5
Asian-Indian	1067	778	73%	77%	-4
Asian-Japanese	532	452	85%	77%	+8
Asian-Korean	583	458	79%	77%	+2
Asian-Laotian	31	21	68%	77%	-9
Asian-Vietnamese	1575	1258	80%	77%	+3
Asian-Other	992	792	80%	77%	+3
Black or African American	1754	1083	62%	77%	-15
Filipino	1791	1333	74%	77%	-3
Hispanic or Latino	7685	5398	70%	77%	-7
Native Hawaiian or other Pacific Islander	352	230	65%	77%	-12
White	10702	8643	81%	77%	+4
Some other race**	NA	NA	NA	77%	NA
More than one race**	NA	NA	NA	77%	NA
Unknown race	4318	3486	81%	77%	+4
<b>All Students</b>	<b>35025</b>	<b>26881</b>	<b>*77%</b>		
Males	17902	13591	76%	77%	-1
Females	16843	13045	77%	77%	0
Unknown gender	280	245	88%	77%	+11
Current or former foster youth	273	161	59%	77%	-18
Individuals with disabilities	522	409	78%	77%	+1
Low-income students***	6149	4106	67%	77%	-10
Veterans	760	561	74%	77%	-3

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

\*\*The “some other race” and “more than one race” categories are not available in FHDA, ODS.

\*\*\*Low-income is defined as having a family income between \$0 and \$25,000. Source: FHDA IR&P, ODS

**RATE OF PROBATION**

Rate	Denominator	Numerator
<b>Rate of Probation</b>	The # of students who enrolled in credit courses in Fall 2014	The number of students out of ← (the denominator) who were placed on probation in Fall 2014

Target Population(s)	The # of students who enrolled in credit courses in Fall 2014	The number of students out of ← (the denominator) who were placed on probation in Fall 2014	The % of students out of the students who enrolled in credit courses, that were placed on probation in Fall 2014	Total probation rate in Fall 2014	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	79	5	6%	5%	-1
Asian	3350	110	3%	5%	+2
Black or African American	769	70	9%	5%	-4
Filipino	736	49	7%	5%	-2
Hispanic or Latino	2949	266	9%	5%	-4
Native Hawaiian or other Pacific Islander	150	17	11%	5%	-6
White	4285	163	4%	5%	+1
Some other race**	NA	NA	NA	5%	NA
More than one race**	NA	NA	NA	5%	NA
Unknown race	954	32	3%	5%	+2
<b>All Students</b>	<b>13272</b>	<b>712</b>	<b>*5%</b>		
Males	6201	394	6%	5%	-1
Females	6974	315	5%	5%	0
Unknown gender	97	3	3%	5%	+2
Current or former foster youth	68	4	6%	5%	-1
Individuals with disabilities	320	16	5%	5%	0
Low-income students***	2677	189	7%	5%	-2
Veterans	170	13	8%	5%	-3

\* Calculated by subtracting the student group’s probation rate from the total probation rate. Note: the order of subtraction is reversed.

\*\*The “some other race” and “more than one race” categories are not available in FHDA, IR&P, ODS.

\*\*\*Low-income is defined as having a family income between \$0 and \$25,000 and is self-reported from the application (FHDA IR&P, ODS).

### Services for Students on Probation

As noted in the Foothill College Student Success and Support Program Plan (3SP Plan), students who are on academic and/or progress probation, disqualification, or are generally having difficulty with their academic progress are advised to meet with a counselor. Counseling appointments are also offered face-to-face, via phone and online. At their counseling appointment, students can discuss perceived or actual institutional barriers to achieving their educational goals. Together with their counselor, the student's educational plan will be reviewed and the student may be referred to services such as tutorial, disability services, financial aid, psychological services, and/or programs such as EOPS/CARE, Puente or Pass the Torch. Students may also be encouraged to enroll in counseling courses that focus on college success, career life planning, and study skills that will further develop the knowledge, skills and abilities to facilitate progress toward their academic goals. Access to these courses will not be a barrier as they are offered in multiple modalities (face-to-face and online).

Beginning Fall 2015, the college will be instituting a more robust Early Alert program to better assist and support at-risk students. Through the new Early Alert program, students will be manually flagged by faculty (until the Starfish software is implemented), then streamlined through the Early Alert Coordinator to triage the information and make appropriate referrals (e.g. the counselor, student mentor, faculty mentor, tutorial services, psychological services). Instructional faculty will be involved in the implementation of this updated Early Alert program.

### Analysis

The focus of Foothill College's activities is based on the achievement gap, number of students impacted, as well as the rate of probation. On average, course success rates for most Asian groups and Whites are higher than for other student groups. Students reporting an annual income of \$25,000 or less seem to experience a success rate gap of -10 percentage points compared to the overall course success rate. In Fall 2014, African Americans and Latinos represented more than 40% of all financial aid recipients. {Source: Analysis of Fall 2014 Financial Aid Recipients by Ethnicity (FHDA IR&P, ODS)}

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## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

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### GOAL: B. COURSE COMPLETION

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
African American	-15%, Fall 2014	Gap no > -12	2020
Latino	- 7%, Fall 2014	Gap no > - 4	2020
Low Income	-10%, Fall 2014	Gap no > - 7	2020

The goal of the activities is reduce the course success gap for each of group by 3 percentage points over the Fall 2014 base line by 2020.

**ACTIVITIES: B. COURSE COMPLETION**

***B.1 – Develop and Implement a Mentoring Program***

**Activity Type(s)**

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

**Target Student Group(s)** (based on Unduplicated Headcount from Access):

ID	Target Group(s)	# of Students Affected
B.1	African American	544
	Latino	3,671
	Low Income	2,814

**Activity Implementation Plan**

The Student Success Collaborative met over the summer of 2015 and discussed the development of a Mentoring Program. This discussion considered the following:

1. evaluating current programs and services;
2. conducting a gap analysis;
3. determining what resources would be required; and
4. determining appropriate funding.

The first step in the activity will be to hire a Director of Equity Programs whose job will include developing, implementing and coordinating a mentoring program. The Mentoring Program will include:

- Faculty and Staff to student mentoring
- Faculty to faculty mentoring in disciplines
- Student to student peer mentoring (students that previously took the course)
- Faculty mentors for online students

The Director of Equity Programs will:

- Develop, implement, and administer an ongoing student mentoring program, including faculty to student and student-to-student mentors.
- Work closely with other programs on campus (Puente, Pass the Torch, Disability Resource Center, Veterans Center, etc.) to integrate existing mentoring services with college-wide efforts.
- Serve as a member of the Student Success and Retention Team to integrate mentoring services for students with the Early Alert program.

As existing research continues to highlight the important role mentoring can have in facilitating student success, the program will also link students identified for early alert assistance with appropriate mentors. Additionally, there will be efforts to outreach to students in transfer-level English and Math courses for peer-mentoring support. The activity will explore the idea of “Transfer Advocates” - faculty and staff committed to partnering with disproportionately impacted students - who among other things, post a sign in their office door indicating where they went to college. The possibility of establishing a physical meeting space for students will be explored.

Source: Examples of this research includes “The Role of Mentoring in College Access and Success” (Institute for Higher Education Policy, Spring 2011) and A Matter of Degrees Report ([https://www.ccsse.org/docs/Matter\\_of\\_Degrees\\_3.pdf](https://www.ccsse.org/docs/Matter_of_Degrees_3.pdf)).

The mentoring program will also work closely with existing tutoring services, such as embedded tutoring. Embedded tutoring seeks to provide out-of-class support in classes that have historically high rates of nonsuccess among disproportionately impacted student groups. In addition to course support, embedded tutoring seeks to build a sense of community among participants, which research such as the Student Support (Re)defined study shows contributes to students’ academic success and persistence. This RP Group study identifies “six success factors” and both mentoring and embedded tutoring will emphasize two of these factors:

- Nurtured: Students feel somebody wants and helps them to succeed
- Connected: Students feel like they are part of the college community.

The Center for Community College Student Engagement (CCCSE) has produced reports on these high impact practices (<http://www.ccsse.org/center/publications/index.cfm>; <http://www.ccsse.org/center/initiatives/highimpact/promisingpractices.cfm>).

Between spring 2014 quarter and spring 2015 quarter, 206 students had participated in embedded tutoring. Course success rates among these students were at least four percentage points higher compared to those who did not participate in embedded tutoring. Additionally, over half of the students who engaged in embedded tutoring were basic skills students, having previously or were concurrently enrolled in a pre-collegiate level course. The mentoring program seeks to increase this to 300 students participating each year. The proposal includes hiring one Instructional Support Technician, Discipline for the PSME Center.

The primary duties of the Instructional Support Technician would be associated with connecting students in the STEM Center to Student Services resources. Examples include in-take

appointments with students using the STEM Center, contacting students that are repeating certain classes (e.g., Math 105), etc. Duties might include:

- Work with the campus Early Alert Coordinator to reach out to students facing struggles with their current course load.
- Assist in identifying students who may benefit from other resources on campus (DRC, EOPS, Psychological Services, etc.) based on feedback received from supplemental instructors and connecting them as appropriate.
- Communicate with students by email and phone to schedule in-take sessions or one-on-one study strategy session.
- Schedule one-on-one tutoring appointments for repeating students in basic skills math classes

**Estimated Timeline**

- The Director of Equity Programs and Instructional Support Technician, Discipline will be on board in February 2016.
- Training for faculty and students will begin by the end of Winter 2016.
- Mentoring activities for 50-100 students will begin in spring 2016 and expand to 150-200 students in fall 2016.

The Director of Equity Programs will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.3	Fall 2015 – ongoing with Equity Funds	\$295,000	

**Funds will support the hiring of a director - \$140,000, as well as support for training and pay for mentors - \$75,000, and the hiring of an Instructional Support Technician, Discipline for the PSME Center - \$72,000.**

**Link to Goal**

The focus of the mentoring program will be to improve course completion by providing student support and engagement. The embedded tutoring component will support this effort by strengthening the connection and sense of community students have with the college, linking them to faculty and other students to provide additional academic support needed for course success.

**Evaluation**

At the end of each quarter success rates among the mentoring program participants will be compared to other students (non-participants). Efforts will be made to develop a matched sample comparison, focusing on students enrolled in the same course section(s) or among the same disproportionately impacted student populations identified in the SEP. The evaluation

will also consider the impact on term-to-term persistence, degree attainment, and transfer. Student experience will be an important component of the evaluation, so their perceptions as related to satisfaction and perceived impact will be collected and documented.

**B.2 — Professional Development to Assist Faculty and Staff with Identifying and Implementing Strategies to Increase Success of Disproportionately Impacted students**

**Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
B.2	African American	544
	Latino	3,671
	Low Income	2,814

**Activity Implementation Plan**

The Student Success Collaborative met over the Summer of 2015 and discussed the importance of having a professional development component to educate and train faculty, staff and students about equity issues, mentoring approaches, and tutoring perspectives. This discussion considered the following:

1. evaluating current practices;
2. conducting a gap analysis;
3. determining what resources would be needed;
4. determining appropriate funding.

The first step in the activity will be to hire a Director of Equity Programs whose job will include developing, implementing and coordinating a professional development program. The Professional Development Program will include:

- Contextualized professional development for faculty in particular disciplines
- Financial support for part time faculty training and engagement
- Effective practices workshops for faculty teaching online
- Cultural competency training for faculty, staff, and administrators

The Director of Equity Programs will

- Work with the Professional Development Committee (PDC) to implement a range of equity related learning opportunities.
- Develop and implement an orientation program that prepares new classified staff to interact with and support Foothill’s diverse student body.
- Work with the faculty professional development coordinator to provide training on effective practices for incorporating an equity perspective in the teaching and services that faculty provide.



Examples of professional development activities include focusing on pedagogical practices using an equity lens. Twenty faculty members will participate in a problem based year- long community of practice to examine and plan for classroom practices aimed at improving student equity and success. This program will begin in Summer 2016 with an intensive two-week training session. During 2016-17 faculty will meet weekly to engage in a dialogue about the culture of equity on campus with monthly, facilitated sessions. Participants will be provided conference fee support for the RP Group Strengthening Student Success Conference in October 2016 to share and collaborate, and learn from other colleagues.

A presentation at the Strengthening student Success Conference on October 8, 2015, by the Faculty Teaching Learning Academy, included the following evaluation data on the previous community of practice sessions:

#### Faculty Reported Changes

- Redesigning Syllabus – 69.74%
- Classroom activities or instruction utilizing technology – 57.89%
- First day lesson plan – 51.32%
- Reading Apprenticeship strategies – 47.37%
- Collaborative Group Work – 44.74%
- Saw changes in student engagement - 89.55%
- Saw changes in student learning - 71.64%

A faculty coordinator with 50% release time will be hired to assist faculty with professional development related to equity considerations in curriculum development and pedagogical practices. The responsibilities will include:

- Coordination of a range of faculty professional development activities, including training on effective practices for incorporating an equity perspective in the teaching and services that faculty provide.
- Coordination of the community of practice program.
- Work with the Director of Equity Programs to coordinate faculty professional development needs.

This position will also lead the activity to support our transfer goals under E1– Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact. The funding for this position is housed under E1.

There is considerable research supporting the linkage between faculty and classified staff professional development and student success. A report commissioned as part of the Institute

for Higher Education Policy’s Walmart Minority Student Success Initiative sought to highlight how specific institutional policies and faculty-driven, classroom-based practices at minority serving institutions (MSIs) can change in an effort to better support the academic and social success of first-generation students. The findings identify four broad institution-based themes that help capture the kinds of policies and practices that can contribute substantially to first-generation student success:

- Faculty are key allies and can serve as powerful change agents for bridging departmental divides and generating opportunities for professional development and networks,
- Curricular and pedagogical reforms are imperative to creating a more engaging and dynamic classroom environment for first-generation student success,
- Evidence-based and measured approaches to student success create a culture of ongoing inquiry and support that lends itself to innovation and creativity to better support first-generation students, and
- Partnerships and external allies provide numerous benefits for long-term and sustained project success.

Source: Cunningham, A., Cooper, M. A., Leegwater, L., & Smith, E. (2012). Supporting first-generation college students through classroom-based practices (Issue Brief). Washington, DC: Institute for Higher Education Policy. Retrieved from <http://files.eric.ed.gov/fulltext/ED535822.pdf>

**Estimated Timeline**

- The Director of Equity Programs will be on board in February 2016.
  - The community of practice will start for 20 faculty members in summer 2016 and continue through fall, winter, and spring 2016-17.
  - Professional development activities will be implemented throughout the year.

The Director of Equity Programs will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.8	Fall 2015 – Fall 2016	\$125,000	

**Funds will provide support for professional development activities (\$50,000) and a community of practice (75,000). The funding for the Director of Equity Programs is included in B1 and the funding for the Faculty Coordinator is included in E1.**

**Link to Goal**

The focus of the professional development program will be to improve course completion by providing faculty and classified staff information about the strengths of having different student populations in the classroom. The professional development will provide faculty and classified staff with the knowledge and skills needed to reduce barriers to student success.

This activity will provide an indirect link to student course completion by educating participants about becoming more culturally aware and equity minded. Participants will participate in projects that should result in the implementation of direct interventions or classroom teaching and curricular changes that positively impact learning.

**Evaluation**

The evaluation will document and assess the outcomes of the professional development activities, focusing on what participants learned and the changes they make to instruction and practice as a result of their participation in these professional development activities.

The evaluation for the community of practice will include tracking the impact of the projects or interventions that are developed during participation in the community. The interventions should contribute to increases in student course success and term-to-term persistence and efforts will be made to ascertain the potential impact in the classroom. This assessment may involve surveying students as well as comparing course success rates between sections that have incorporated equity minded initiatives.

**B.3 – Support 3SP Early Alert Activities**

**Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
B.3	African American	544
	Latino	3,671
	Low Income	2,814

**Activity Implementation Plan**

The Director of Equity Programs will be responsible for supporting a comprehensive early alert program that is primarily 3SP funded, which will include:

- Early alert students without an education plan to improve degree completion
- Early Alert for student cohorts
- Early Alert for students in high impact course sections

The Director will serve as a member of the Student Success and Retention Team to integrate mentoring services for students with the Early Alert program students.

This activity will also involve hiring an administrative assistant to support the Director in supporting early alert as well as mentoring and professional development activities. In addition to traditional early alert approaches this activity will also consider providing services to support:

- Early Alert for transfer students (Intrusive counseling)
- Late alert for students nearing degree completion
- Mid Alert for second year orientation to assist with degree and transfer completion, including students involved with the Disability Resources Center and students in transfer-level English and Math courses.

The activity supports an educational master plan objective of collaborating with K-12, adult education and four-year institutions in ways that serve students and society by providing disproportionately impacted students at Foothill College with better information about services available to them as well as opportunities to reach their educational goals. Mentoring activities will be a key component of this effort.

Research indicates that if students are provided a clear pathway they are more likely to achieve their goals. (See Completion by Design research). Foothill College data on student educational goals indicates that the student groups selected for support in this area have some of the highest aspirations for transfer, yet their rates of transfer are some of the lowest partly due to their lower rate of course success.

The focus on early alert as a focus of the SEP is supported by the findings from an early-alert system (MavCLASS) that was developed and piloted in a large gateway math class with 611 freshman students to identify academically at-risk students and provide alert messages. In that study, there was significant association between the alert messages students received and their visits to the university’s tutoring center. Further, the achievement of students who visited the tutoring center improved over the semester. These results suggest that an early-alert system focused on personalized feedback from instructional staff can positively affect the help-seeking behaviors of at-risk students in large gateway classes.

Source: Cai, Q. V., Lewis, C. L., & Higdon, J. (2015). Developing an early-alert system to promote student visits to tutor center. *The Learning Assistance Review*, 20(1), 61.

### Estimated Timeline

- An administrative support position will be filled by February 2016.
  - Early Alert activities will begin in winter and spring 2016 and expand in fall 2016.

The Director of Equity Programs will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	3SP Funds
B.3	Fall 2015 – ongoing	\$68,000	\$72,000 Early Alert Coord plus Student Success Specialist \$60,00 = \$132,000

**This activity includes hiring an administrative assistant.**

### Link to Goal

The focus of the early alert program will be to improve course completion by providing student support and engagement early in the quarter. This program will provide a clearer way to link students to services and information important to meeting their educational goals.

### Evaluation

At the end of each quarter success rates of students in the program will be compared to other students in the same section. Term to term persistence, degree and transfer rates, and student feedback on the program will be examined.

Evaluation will also be based on cohort tracking as well as survey information on the perceived value of the services. The evaluation will also examine how many students change their student educational plans (SEPs) after the “alert” intervention. Faculty and staff perceptions of the program will also be documented to assess the administrative aspects so that early alert can be robust and be experienced as a streamlined process by students.

**B.4 – Plan for the Expansion of First Year Experience**

**Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
B.4	African American	544
	Latino	3,671
	Low Income	2,814

**Activity Implementation Plan**

The First Year Experience (FYE) program will continue to be developed, and if the data supports the need, expanded in fall 2016. The possibility of including ESLL cohorts and low-income students will also be explored. Expansion would require the involvement of additional faculty, especially counselors, and eventually a coordinator with reassign time and a full time dedicated FYE counselor.

The Foothill College First-Year Experience Pilot program (FYE<sub>p</sub>) is a cohort program for underserved first-year college students, including first-generation college students, low income students, single parents and those raised by single parents, students with disabilities, foster youth or former foster youth, and veterans. This first cohort includes 45 students, who are 71% Latino and 4% African American.

In these learning communities, students register for one of two English courses together each quarter: one group of students enrolls in Introduction to College Reading (English 209) in fall (two levels below), Introduction to College Writing (English 110) in winter (one level below), and Composition and Reading (English 1A) in spring (transfer level), and the other group enrolls in the Integrated Composition and Reading (English 1S/1T) in fall/winter (accelerated English pathway), and Composition, Critical Reading and Thinking through Literature (English 1B) in spring. All the students take Introduction to Art (Art 1) in fall, History of California: The Multicultural State (History 10) in winter, and Introduction to Sociology (Sociology 1) in spring. Students in English 1T and English 1A also take Research Paper Search Strategies (Library 10).

All students also take Introduction to College (Counseling 5) as part of the FYE program, which covers topics such as orientation academic policies, resources, programs and services, introduction to California systems of higher education, and formulation of educational plan.

The FYE<sub>p</sub> program also provides students with resources and support to succeed in college. The program’s goal is to contribute to an overall raising of course success rates for underserved populations, including African-American, low income, and Latino students.

First Year Experience programs have been highlighted as an effective practice as they create a small community within the larger campus for students, helping them build relationships with their peers as well as faculty and staff. Research suggests students who participate in first-year experience programs demonstrate more positive relationships with faculty, greater knowledge and use of campus resources, more involvement in campus activities, and better time-management skills than their non-participating peers.

Source: Brownell, J.E., & Swaner, L.E. (2010). *Five high-impact practices: Research on learning outcomes, completion, and quality*. Washington DC: Association of American Colleges and Universities.

The Foothill College Pathway Guidebook also includes the research data that supports the accelerated and learning community efforts:

[http://pathwayguidebook.weebly.com/uploads/4/5/1/5/45150367/pathway\\_rationale\\_plus\\_articulation.pdf](http://pathwayguidebook.weebly.com/uploads/4/5/1/5/45150367/pathway_rationale_plus_articulation.pdf)

and the Center for Community College Student Engagement has identified FYE programs as a promising practice:

<http://www.ccsse.org/center/initiatives/highimpact/promisingpractices.cfm>.

### Estimated Timeline

- Evaluation will continue in winter and spring 2016.
- Depending on the results, additional students will be added to the cohort in fall 2016.

The FYE Committee will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	3SP Funds
B.7	Fall 2015 - ongoing	\$40,000	\$90,000 (Counselor)

**Funds support continued professional development, curriculum research, marketing, and outreach activities.**

### Link to Goal

The focus of the FYE program will be to improve course completion by providing student support and engagement to students in the cohort.

### Evaluation

At the end of each quarter we will compare the course success rates of students in the program to other students enrolled in similar courses. The evaluation will also look at term to term persistence. Focus groups and reflective exercises with faculty and students will collect data about their experiences and the findings will be used to inform and improve the program. Participants will be tracked after their first year to determine on going course success rates and document long-term effects of program participation.

**B.5 – Provide Equity Research on Student Needs and New Programs**

**Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	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(s)	# of Students Affected
B.5	African American	544
	Latino	3,671
	Low Income	2,814

**Activity Implementation Plan**

This activity will involve several components, including evaluation of activities, research on student needs, identifying student curricular bottlenecks, and research on establishing new campus programs such as service learning and Umoja.

In order to promote decision-making that respects the diversity and diverse needs of the entire college community (an EMP objective), research capacity will be expanded with the hiring of an Instructional Services Coordinator (Equity).

There are many potential research studies that will help inform and support increased understanding of student needs and the institutional capacity for new programs that can be conducted:

**Research on Student Needs and Identifying Student Curricular Bottlenecks**

- Research on student needs, with a focus on part-time students, to be conducted using qualitative methods.
- Focus on support for gatekeeper courses beyond basic skills. After identifying these courses, an examination of the data will inform whether additional sections should be offered.
- Track students by major through the curriculum to identify bottlenecks.
- Research to identify success gaps by gender – online courses, STEM courses.
- Research the demand for new Associate Degrees for Transfer.
- Research by faculty on offering additional curricular options in basic skills (including pathway through college-level math for students who place into developmental math).
- Research by faculty on the expansion of the noncredit ESL curriculum.

**Research the Development of a Service Learning Program**

As one of the EMP objectives also focuses on collaboration with other institutions in ways that serve students and society by exploring student participation in leadership and activities



outside the classroom (including service/work-based learning) that engages students with the College and the community, additional pay will be provided to a faculty member to help plan and design opportunities for service learning at Foothill College. This effort will also examine previous programs at Foothill College to learn from their implementations.

### **Research on Offering a Program to Support African American Students**

This research project will provide seed funding for faculty professional development about state-wide program models for African American students. This project will provide additional pay for a faculty member to help plan and design the development of an Umoja or other African-American student focused program at Foothill College.

### **Estimated Timeline**

- The Instructional Services Coordinator (Equity) will be on board in December 2015.
- Research on student needs based on student educational plan data will be available by March 2016.
- Research and evaluation activities will be ongoing throughout the year.

The Associate Vice President for Instruction will have primary responsibility for coordinating this activity along with the College Researcher and Vice President for Instruction.

ID	Planned Start and End Date(s)	Student Equity Funds	3SP Funds
B.14	Fall 2015 - ongoing	\$106,000	

### **Funds support hiring an Instructional Services Coordinator (Equity), and pay for project work.**

#### **Link to Goal**

Research can provide accurate and timely information on student needs and success and thus provide the campus with data to make decisions on resource allocations. Research can also evaluate interventions to identify which programs appear to positively affect student success. Research can also present the “student voice” for the campus to reflect on what students say they need and works rather than on what faculty and staff believe works.

#### **Evaluation**

Evaluation of research should be based on the outcomes for the research – what changes have taken place as a result of the research. These changes can include what faculty, staff, and students have learned and how this knowledge may affect current programs, establish new programs, and develop multiple ways to document the student experience (quantitative and qualitative methodologies). Evaluation efforts will also document how faculty and staff perceive an increased ability to understand, discuss and make decision based on research results.

**B.6 – Develop Online Access to Data about Subpopulations of Students**

**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(s)	# of Students Affected
B.6	African American	544
	Latino	3,671
	Low Income	2,814

**Activity Implementation Plan**

This activity will have three components and supports the Educational Master Plan by employing data-drive decision-making and promoting decision-making that respects the diversity and diverse needs of the entire college community.

The first activity will be to provide access to course success data for faculty to compare their sections to others. The online inquiry tool is a web-based reporting tool where faculty, administrators, and staff can access data on specific student outcome measures and have the capability to:

- Disaggregate the data by various student characteristics/groupings,
- Compare outcomes between select student groups, and
- Compare their own section to all other sections aggregated.

Faculty, staff and administrators will be able to retrieve data themselves, engage with it directly and use data to drive programs related to activities proposed by the Student Equity Plan.

The second activity will provide online access to program review data. Currently, program review data sheets are pdfs posted to the program review website that do not allow for any manipulation by the user end. This effort will allow for disaggregation of success rates for subpopulations of students by department and course. The access should include graphics and a standard data display and not require user training to view basic information.

The third activity will develop online reporting tools using student education plan (SEP) data. These data can help project the need for certain courses, allowing enough time for the college to schedule appropriately to meet student needs. This effort is related to the activity in the SEP’s section on “Degree and Certificate Completion – Use Student Educational Plan Data to Project Student Needs.”

### Estimated Timeline

- The online inquiry tool for course access by faculty will be piloted in Winter 2015. Full campus access will begin in Spring 2016.
- Research on student needs based on student educational plan data will be available by March 2016.
- Research and evaluation activities will be ongoing throughout the year.
- Online access to program review data should be available in winter term 2016.
- Development of online reporting tools using student educational plan data should be available in Winter 2016.

The Associate Vice President for Instruction will have primary responsibility for coordinating this activity along with the College Researcher and Vice President for Instruction.

ID	Planned Start and End Date(s)	Student Equity Funds	3SP Funds
B.6	Fall 2015 – Fall 2016	\$40,000	\$25,000 (part of 3SP programmer salary)

**Funds support paying for overtime for existing staff, and / or a temporary employee and / or independent contractors to deliver the systems.**

### Link to Goal

Better access to information about current students should lead to discussions about the best way to serve students and ways in which the institution can make changes to improve its effectiveness.

### Evaluation

Evaluation of easier access to data should be based on how and whether the information is used to make improvements. The evaluation should include a review of changes that have taken place as a result of access to the data. The evaluation should include an assessment of what data users have learned about our students.

**B.7 – Reduce Financial Barriers to Course Success for Low Income Students**

**Activity Type(s)**

	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(s)	# of Students Affected
B.7	African American	544
	Latino	3,671
	Low Income	2,814

**Activity Implementation Plan**

Reduce financial barriers to course success for low income students by providing direct support, including book vouchers, course materials, calculators and lap top computers.

This activity will be coordinated with the Financial Aid Office as well as the Director of Equity Programs and the Early Alert Coordinator.

A process will be developed to determine need / eligibility for targeted student groups and for tracking the impact of the aid. Students will only be able to use funds for predetermined list of materials purchased through the bookstore.

Efforts to increase support to low income students are supported by research that has examined how financial stability can impact student outcomes. For example, “Beyond Financial Aid” includes a discussion of six strategies (including the provision of direct support) for helping low income students overcome practical barriers to reach their educational goals.

Source: Beyond Financial Aid: How colleges can strengthen the financial stability of low-income students and improve student outcomes, Priyadarshini Chaplot, Darla Cooper, Robert Johnstone and Kelley Karandjeff, June 2015, Lumina Foundation.

**Estimated Timeline**

- Financial support activities will be ongoing throughout the year.
- By end of winter quarter 2016 a process for applying for support (such as book vouchers) will be developed

The Early Alert Coordinator with support from the Director of Equity Programs and the Director of Financial Aid will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.2	Fall 2015 – Fall 2016	\$100,900	

**Link to Goal**

Lack of financial resources can lead students to miss classes or drop out of college. Providing needed financial support can allow students to focus on classroom learning and ultimately course success.

**Evaluation**

The primary evaluation will look at term to term persistence of students receiving direct support from equity funds as well as their course success rates and progression through the English and math pathways. It will also rely on survey results to determine student perceptions of the benefits of the additional institutional support.

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# ESL & BASIC SKILLS COMPLETION

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## CAMPUS-BASED RESEARCH: ESL & BASIC SKILLS COMPLETION

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

Each skill area is highlighted separately and goals are summarized at the end.

Rate	Denominator	Numerator
<b>Rate of <u>ESL</u> Completion</b>	The # of students who complete a final ESL course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final ESL course with an A, B, C or credit, 2008-09 Cohort**	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit**	The rate of progress from ESL to degree-applicable course completion, 2008-09 Cohort	Total (all student average) completion rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	4	1	25%	48%	-23
Asian	90	47	52%	48%	+4
Black or African American	4	3	75%	48%	+27
Filipino	2	1	50%	48%	+2
Hispanic or Latino	65	24	37%	48%	-11
Native Hawaiian or other Pacific Islander	8	2	25%	48%	-23
White	67	36	54%	48%	+6
Some other race***	NA	NA	NA	48%	NA
More than one race***	NA	NA	NA	48%	NA
Unknown race	47	23	49%	48%	+1
<b>All Students</b>	<b>287</b>	<b>137</b>	<b>*48%</b>		
Males	113	59	52%	48%	+4
Females	174	78	45%	48%	-3
Unknown gender	NA	NA	NA	48%	NA
Current or former foster youth	NA	NA	NA	48%	NA
Individuals with disabilities	9	6	67%	48%	+19
Low-income students****	90	44	49%	48%	+1
Veterans	NA	NA	NA	48%	NA

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

\*\*The 2008-09 cohort includes credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in ESL during 2008-09 and completed a college-level course in the same discipline.

\*\*\*The “some other race” and “more than one race” categories are not available for the ESL Completion indicator in the 2015 Student Success Scorecard.

\*\*\*\* Low-income is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA). Source: 2015 Student Success Scorecard (2008-09 cohort).

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

Target Population(s)	The # of students who complete a final basic skills English course with an A, B, C or credit, 2008-09 Cohort**	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit**	The rate of progress from Basic Skills English to degree-applicable course completion, 2008-09 Cohort	Total (all student average) completion rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	7	1	14%	56%	-42
Asian	83	59	71%	56%	+15
Black or African American	59	22	37%	56%	-19
Filipino	35	15	43%	56%	-13
Hispanic or Latino	192	99	52%	56%	-4
Native Hawaiian or other Pacific Islander	34	14	41%	56%	-15
White	267	171	64%	56%	+8
Some other race***	NA	NA	NA	56%	NA
More than one race***	NA	NA	NA	56%	NA
Unknown race	81	43	53%	56%	-3
<b>All Students</b>	<b>758</b>	<b>424</b>	<b>*56%</b>		
Males	387	196	51%	56%	-5
Females	371	228	61%	56%	+5
Unknown gender	NA	NA	NA	56%	NA
Current or former foster youth	NA	NA	NA	56%	NA
Individuals with disabilities	88	57	65%	56%	+9
Low-income students****	265	131	49%	56%	-7
Veterans	NA	NA	NA	56%	NA

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

\*\*The 2008-09 cohort includes credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English during 2008-09 and completed a college-level course in the same discipline.

\*\*\*The “some other race” and “more than one race” categories are not available for the Basic Skills English Completion indicator in the 2015 Student Success Scorecard.

\*\*\*\* Low-income is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA). Source: 2015 Student Success Scorecard (2008-09 cohort).



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

Target Population(s)	The # of students who complete a final basic skills Mathematics course with an A, B, C or credit, 2008-09 Cohort**	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit**	The rate of progress from Basic Skills Mathematics to degree-applicable course completion, 2008-09 Cohort	Total (all student average) completion rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	6	1	17%	43%	-26
Asian	31	13	42%	43%	-1
Black or African American	44	9	20%	43%	-23
Filipino	16	5	31%	43%	-12
Hispanic or Latino	156	58	37%	43%	-6
Native Hawaiian or other Pacific Islander	20	4	20%	43%	-23
White	223	119	53%	43%	+10
Some other race***	NA	NA	NA	43%	NA
More than one race***	NA	NA	NA	43%	NA
Unknown race	76	38	50%	43%	+7
<b>All Students</b>	<b>572</b>	<b>247</b>	<b>*43%</b>		
Males	263	115	44%	43%	+1
Females	309	132	43%	43%	0
Unknown gender	NA	NA	NA	43%	NA
Current or former foster youth	NA	NA	NA	43%	NA
Individuals with disabilities	79	33	42%	43%	-1
Low-income students****	220	82	37%	43%	-6
Veterans	NA	NA	NA	43%	NA

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

\*\*The 2008-09 cohort includes credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in Mathematics during 2008-09 and completed a college-level course in the same discipline.

\*\*\*The “some other race” and “more than one race” categories are not available for the Basic Skills Mathematics Completion indicator in the 2015 Student Success Scorecard.

\*\*\*\* Low-income is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2015 Student Success Scorecard (2008-09 cohort)

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


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**GOAL: C. ESL & BASIC SKILLS COURSE COMPLETION**

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:

## ESL

Target Population(s)	Current gap, year	Goal*	Goal Year
Native Hawaiian or other Pacific Islander	-23%, 2008-09	Gap no > -12	2014-15 Cohort
Females	-3%, 2008-09	Gap no > - 0	2014-15 Cohort
Latino	- 7%, 2008-09	Gap no > - 4	2014-15 Cohort

## English

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-19%, 2008-09	Gap no > -16	2014-15 Cohort
Low Income	-7%, 2008-09	Gap no > - 4	2014-15 Cohort
Filipino and Native Hawaiian or other Pacific Islander	-13%, 2008-09	Gap no > - 10	2014-15 Cohort

## Math

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-23, 2008-09	Gap no > -10	2014-15 Cohort
Low Income	- 6, 2008-09	Gap no > - 3	2014-15 Cohort
Latino	- 6, 2008-09	Gap no > -3	2014-15 Cohort

**These groups have been identified because of their larger numbers at the college and to be consistent with the groups selected for the “Course, Degree, and Transfer Completion” indicator.**

**Analysis**

Basic skills completion rates show a wide range of outcomes across student groups. While the student counts are relatively small in some cases, these results have been consistent over the last several years. Across all three subject areas, African American, Latino, and Low Income students have significant achievement gaps that then impact degree and transfer completion. While the college is supporting other instructional and student services activities aimed at supporting basic skills students, the Student Equity Plan aims to help these students move through the basic skills to college level coursework by providing a more accurate placement.

**C.1 – Pilot Multiple Measures of Assessment****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(s)	# of Students Affected
C.1	African American	544
	Latino	3,671
	Low Income	2,814
	Native Hawaiian or other Pacific Islander	103
	Females	7,487
	Filipino	533

**Activity Implementation Plan**

Using 3SP research, develop and adapt new models for placing students using multiple measures of assessment. Research (See <http://cccassess.org/> and <http://rpgroup.org/projects/multiple-measures-assessment-project>) indicates that high school information can be used effectively to place students, often resulting in higher placements for many students, some of whom are likely to be from low income backgrounds. This project will work with faculty in Math, English, and ESL to assess the impact on student achievement and learning, both short term and long term for students placed using new methodologies. The pilot effort will focus on the pathway to English 1A, identifying and tracking students who previously placed into basic skills English and have not begun their course work in this pathway. The results from the Spring 2016 pilot will inform an expansion or full implementation in 2016-17.

Foothill College is actively engaged in implementing and validating multiple measures for placement that are based on high school courses, high school grades, prior college transcripts and, counselor and faculty consultation. Much of the prior data is identified through CalPass+. Additional measures that are undergoing analysis include the Early Assessment Program (EAP) and some self-reported information (e.g. attendance at US vs non-US high school). The documentation of multiple measures is being coordinated and standardized so that the identified elements are fully integrated in the assessment process.

**Estimated Timeline**

- Evaluation will continue in winter and spring 2016.
- Depending on the results, additional students will be added in Fall 2016 (based on expansion to include ESL and Math placement).

The 3SP Research Analyst, the College Researcher, and the Supervisor of the Assessment Center will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	3SP Funds
C.1	Fall 2015 -	\$5,000	\$50,000 (part of 3SP Programmer and Research Analyst salaries)

**These funds will pay for paper or supplies to support the activity and extra pay for those involved in the research project.**

**Link to Goal**

The focus of the multiple measures pilot will be to improve course placement and completion by providing more accurate placements. Students who are more accurately placed should experience higher rates of completion along the ESL, English and Math pathways.

**Evaluation**

At the end of each quarter we will compare the success rates of students placed using pilot methodology and the current approach by ethnicity.

# DEGREE & CERTIFICATE COMPLETION

## CAMPUS-BASED RESEARCH: DEGREE & CERTIFICATE COMPLETION

Target Population(s)	The # of first-time students who enrolled in 2008-09 academic year **	The number of students out of ← (the denominator) who earned a degree or certificate within six years**	The rate of degree and certificate completion, 2008-09 Cohort	Total (all student average) completion rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	14	4	29%	63%	-34
Asian	220	193	88%	63%	+25
Black or African American	60	22	37%	63%	-26
Filipino	31	20	65%	63%	+2
Hispanic or Latino	179	82	46%	63%	-17
Native Hawaiian or other Pacific Islander	26	7	27%	63%	-36
White	414	261	63%	63%	0
Some other race***	NA	NA	NA	63%	NA
More than one race***	NA	NA	NA	63%	NA
Unknown race	113	72	64%	63%	+1
<b>All Students</b>	<b>1057</b>	<b>661</b>	<b>*63%</b>		
Males	568	337	59%	63%	-4
Females	489	324	66%	63%	+3
Unknown gender	NA	NA	NA	63%	NA
Current or former foster youth	NA	NA	NA	63%	NA
Individuals with disabilities	83	33	40%	63%	-23
Low-income students****	396	202	51%	63%	-12
Veterans	NA	NA	NA	63%	NA

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

\*\*Degree and certificate completion data is obtained from Student Progress and Attainment Rate (SPAR). SPAR is defined as having earned an AA/A, Certificate of Achievement, transferred to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

\*\*\* The "some other race" and "more than one race" categories are not available for the Degree and Certificate Completion indicator in the 2015 Student Success Scorecard.

\*\*\*\*Low-income is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).  
Source: 2015 Student Success Scorecard (2008-09 cohort)

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

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**GOAL: D. DEGREE & CERTIFICATE COMPLETION**

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

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
African American	-26, 2008-09	Gap no > -10	2014-15 Cohort
Latino	-17, 2008-09	Gap no > - 10	2014-15 Cohort
Low income	-12, 2008-09	Gap no > -10	2014-15 Cohort

**These groups have been identified because of their larger numbers at the college and to be consistent with the groups selected for the “Student Course Completion” indicator.**

**Analysis**

Degree and certificate completion rates show a wide range of outcomes across student groups. While the number of students is relatively small in some cases, these results have been consistent over the last several years. Across all three success areas (Student Course Success, Degree and Certificate Completion, and Transfer), African American, Latino, and Low Income students demonstrate significant achievement gaps. While the college is supporting other instructional and student services activities targeted at increasing degree and certificate completion rates, this Student Equity Plan activity plans to review student educational plan data to identify student needs that may have be as readily identifiable from course completion rates.

**D.1 – Use Student Educational Plan Data to Project Student Needs**

**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(s)	# of Students Affected
D.1	African American	544
	Latino	3,671
	Low Income	2,814

**Activity Implementation Plan**

This activity will have two components. First, the Director of Equity Programs will work with the “Student Success and Retention Team,” including the Early Alert Coordinator, to identify students near degree completion and provide appropriate support services, including a mentor. This work will include a focus on students nearing completion of the ADTs so that their transcript can be verified for acceptance into CSU programs.

The second component will focus on the “Student Success and Retention Team” working with the 3SP funded programmer analyst to design information systems and reports using data from student educational plans. These reports will include transcript and demographic information on students nearing degree completion as well as projections about courses needed by students to complete their degree.

This activity will support training for the development of an online tool for instructional divisions to be able to identify demand for courses, which would facilitate course scheduling for students to reach their degree goals. This work will be done in parallel with providing equity research on student needs and new programs (Student Course Completion B5 activity).

**Estimated Timeline**

- Provide preliminary data to the Early Alert team by the end of winter 2016.
- Develop specifications for online data access by end of winter 2016.
- Provide training on the use of the data in Spring 2016.

The Director of Equity Programs with support from the Associate Vice President of Instruction, Dean of Enrollment Services, and Dean of Counseling will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	3SP Funds
D.1	Fall 2015 -	\$10,000	\$10,000 (3SP programmer, partial)

**Funds support paying for overtime for existing staff, and/or a temporary employee and/or independent contractors to deliver the systems.**

**Link to Goal**

The goal is to improve degree and certificate completion for the most disproportionately impacted populations identified in the college gap research by providing timely information and identification of students nearing degree completion who might benefit from additional support.

**Evaluation**

The evaluation will examine the annual number and demographics of students applying for and being awarded degrees and certificates. Additional analysis will focus on the trend lines and documenting the rates among the various degree types (e.g. AA/AS vs ADTs).



# TRANSFER

## CAMPUS-BASED RESEARCH: TRANSFER

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, 2008-09 Cohort	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years	The transfer rate, 2008-09 Cohort	Total (all student average) pass rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	8	2	25%	54%	-29
Asian	182	126	69%	54%	+15
Black or African American	36	14	39%	54%	-15
Filipino	14	9	64%	54%	+10
Hispanic or Latino	134	51	38%	54%	-16
Native Hawaiian or other Pacific Islander	13	3	23%	54%	-31
White	342	186	54%	54%	0
Some other race**	NA	NA	NA	54%	NA
More than one race**	NA	NA	NA	54%	NA
Unknown race	101	56	55%	54%	+1
<b>All Students</b>	<b>830</b>	<b>447</b>	<b>*54%</b>		
Males	448	237	53%	54%	-1
Females	382	210	55%	54%	+1
Unknown gender	NA	NA	NA	54%	NA
Current or former foster youth	NA	NA	NA	54%	NA
Individuals with disabilities	64	19	30%	54%	-24
Low-income students***	277	121	44%	54%	-10
Veterans	NA	NA	NA	54%	NA

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

\*\*The “some other race” and “more than one race” categories are not available for the Transfer indicator at CCCC Data Mart.

\*\*\*Low-income is defined as a participant of CalWORKs or a recipient of BOG Aid, Loans, Pell Grant, Scholarship, Workstudy Aid or other Financial Aid.

Source: **Transfer Velocity** Project (2008-09 cohort), CCCC Data Mart

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER**


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**GOAL: E. TRANSFER**

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

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
African American	-15, 2008-09	Gap no > -10	2014-15 Cohort
Latino	-16, 2008-09	Gap no > - 11	2014-15 Cohort
Low income	-10, 2008-09	Gap no > - 5	2014-15 Cohort

**The above population groups were identified because of their larger numbers at the college and to maintain consistency with the groups targeted as part of the “Student Course Completion” indicator.**

**Analysis**

While Foothill College maintains one of the best overall transfer rates within the California Community Colleges system, transfer rates demonstrate a wide range of outcome rates across student groups. While the student counts are relatively small in some cases, these results have been consistent over the last several years.

Across all three success areas (Student Course Success, Degree and Certificate Completion, and Transfer), African American, Latino, and Low Income students demonstrate significant achievement gaps. While the college is supporting other instructional and student services activities aimed at degree and certificate completion, the Student Equity Plan activity is aimed using data to identify transfer-related student needs from program outcome assessments.

**E.1 – Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact**

**Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
E.1	African American	544
	Latino	3,671
	Low Income	2,814

**Activity Implementation Plan**

This activity will provide an intermediate assessment of degree and transfer achievement through an examination of program outcomes by student population. This evaluation will determine whether there are particular areas where some student populations may not be learning key concepts and may need materials presented in different ways so that they can continue to progress towards their degree and transfer. Emphasis will be on program outcomes and will assess students at various stages of completing an ADT.

The faculty coordinator (also working on other faculty professional development initiatives) will work with faculty to develop program level assessments for ADTs. The assessments will be administered in a range of classes. Working with the Student Learning Outcome (SLO) Committee, the coordinator will develop a plan for the assessment of ADT program outcomes that includes support for all programs with an ADT over the 7 year accreditation cycle (including Program Review).

**Estimated Timeline**

- The faculty coordinator will begin in Winter 2016
- Plan for ADT assessment will be developed with campus support by end of Spring 2016.
- At least one ADT assessment will take place by the end of Spring 2016 with five additional programs assessed in Fall 2016.

The faculty coordinator will have primary responsibility for coordinating this activity along with the SLO Committee, College Researcher, Accreditation Liaison Officer, and Vice President for Instruction.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.1	Fall 2015 -	\$67,300	\$

**Funds support paying for 50% release time for a faculty coordinator (who will also support other faculty professional development activities).**

**Link to Goal**

This activity will increase the quantity and quality of program-level information that will be reviewed and discussed at the college level. Faculty and staff will be able to determine the how learning might be occurring and identify how students are progressing through the ADT programs. This information will provide an opportunity to learn about student strengths and weaknesses that can be used in the “alert” interventions by the “Student Success and Retention Team.”

**Evaluation**

A qualitative evaluation will capture any changes to course instruction, sequencing, and curriculum as a result of the assessments and reflections.

# SUMMARY BUDGET

### Budget by Expense Code

1000	Academic Salaries	\$220,000
2000	Classified and Other Nonacademic Sal	\$186,000
3000	Employee Benefits	\$105,300
4000	Supplies & Materials	\$20,000
5000	Operating Expenses and Services	\$250,000
7000	Other Outgo	\$100,900
		\$882,200

### Budget by Activity Type

Outreach	\$25,000
Research and Evaluation	\$121,000
SE Coordination & Planning	\$55,000
Curriculum /Course Dev. & Adptation	\$45,000
Professional Development	\$260,000
Instructional Support	\$275,300
Direct Student Support	\$100,900
	\$882,200

### Budget by Student Equity Plan Activity

<b><u>A.1 – Marketing and Outreach to Recruit Students from Under-represented student groups</u></b>	\$25,000
<b><u>B.1 – Mentoring Activities</u></b>	\$295,000
<b><u>B.2 –Professional Development</u></b>	\$125,000
<b><u>B.3 – Support Early Alert Activities</u></b>	\$68,000
<b><u>B.4 – Plan for the Expansion of First Year Experience</u></b>	\$40,000
<b><u>B.5 – Provide Equity Research</u></b>	\$106,000
<b><u>B.6 – Develop Online Access to Data about Subpopulations of Students</u></b>	\$40,000
<b><u>B.7 – Reduce Financial Barriers to Course Success for Low Income Students</u></b>	\$100,900
<b><u>C.1 Pilot Multiple Measures of Assessment</u></b>	\$5,000
<b><u>D.2 – Use Student Educational Plan Data to Project Student Needs</u></b>	\$10,000
<b><u>E.2 – Faculty P.D. and Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact</u></b>	\$67,300
	\$882,200

The 2015-16 Foothill College Student Equity Plan budget total is \$882,200 and supports a variety of activities aimed at reducing the achievement gap for disproportionately impacted students. Money is budgeted at annual cost for 5 positions: Director of Equity Programs (Administrator), Instructional Services Coordinator –Equity (Classified), Instructional Support Technician (PSME Center) (Classified), Faculty Professional Development Coordinator – Equity

(Faculty Release), Administrative Assistant (Classified). Instructional Support Activities and Professional Development are the two largest activity types by budget. Mentoring related activities account for about 1/3 of the budget.

**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 & Category, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
1000	Academic Salaries	Est. # of Hours										
	Director of Equity Programs	1,394	B1	\$ -	\$ -	\$ 20,000	\$ -	\$ 50,000	\$ 50,000	\$ -	120,000	
	FYE Curriculum Dev -Pay for project work	400	B4	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	20,000	
	Research on Student Needs -Pay for project work	300	B5	\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	15,000	
	Multiple Measures-Pay for project work	100	C1	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	5,000	
	Faculty Coordinator Release Time	1,200	E1	\$ -	\$ -	\$ -	\$ 25,000	\$ 35,000	\$ -	\$ -	60,000	
	Subtotal			\$ -	\$ -	\$ 20,000	\$ 20,000	\$ 45,000	\$ 85,000	\$ 50,000	\$ -	\$ 220,000
2000	Classified and Other Nonacademic Salaries	Est. # of Hours	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Instructional Services Technician Discipline	2,080	B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,000	\$ -	52,000
	Mentors and Tutors	1,333	B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	20,000
	Administrative Assistant	2,080	B3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 48,000	\$ -	48,000
	Instructional Services Coord (Equity)	2,080	B5	\$ -	\$ -	\$ 51,000	\$ 15,000	\$ -	\$ -	\$ -	\$ -	66,000
Subtotal			\$ -	\$ -	\$ 51,000	\$ 15,000	\$ -	\$ -	\$ 120,000	\$ -	\$ 186,000	
3000	Employee Benefits	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
	Director of Equity Programs Benefits	B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,000	\$ -	28,000	
	Instructional Services Technician Discipline Benefits	B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	20,000	
	Mentors and Tutors Benefits	B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	5,000	
	Administrative Assistant Benefits	B3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	20,000	
	Instructional Services Coord (Equity) Benefit	B5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000	\$ -	25,000	
	Faculty Coordinator Benefits	E1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,300	\$ -	7,300	
Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 105,300	\$ -	\$ 105,300		
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
	First Year Experience Planning	B4	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	20,000	
	Subtotal		\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 20,000	
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
	Access-Outreach	A1	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	25,000	
	Training Mentors - ICA	B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ -	\$ -	50,000	
	Professional Development and CoP - ICA	B2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 125,000	\$ -	\$ -	125,000	
	Online Data Tools - ICA	B6	\$ -	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	40,000	
	Student Educational Plan Data Tools - ICA	D1	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	10,000	
Subtotal		\$ 25,000	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ 175,000	\$ -	\$ -	\$ 250,000	
6000	Capital Outlay	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
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	
	Financial Support for Students (Book Vouchers)	B7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,900	100,900	
Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,900	\$ 100,900	
<b>Grand Total</b>				\$ 25,000	\$ -	\$ 111,000	\$ 55,000	\$ 45,000	\$ 260,000	\$ 275,300	\$ 100,900	\$ 882,200

## SUMMARY EVALUATION

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Along with the activities identified for each of the five success indicators, the college will also focus on achieving the goals set for each indicator. The summary evaluation section will detail how progress toward these goals will be identified and tracked. A description about how these results will be shared, used for ongoing improvement and planning efforts will be included. As part of the Educational Master Plan, a continuing focus will be on supporting the objective of promoting consistent and clear communication in order to create a more informed, cohesive and engaged community.

### GOAL: A. ACCESS

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

#### Baseline Data and Goals

Target Population(s)	Current gap, year	Goal	Goal Year
Asian Indian	-4%, Fall 2014	<i>No gap</i>	2020
Veterans	-4%, Fall 2014	<i>No gap</i>	2020
Vietnamese	-2%, Fall 2014	<i>No gap</i>	2020

#### Evaluating Progress toward Goal

Progress toward eliminating the gaps experienced by the target populations will be measured annually. Indicators examined will include county, college, and financial aid student demographics. These data will be identified through the following sources:

- American Community Survey
- California Department of Finance
- CCCC DataMart: student count
- FHDA Institutional Research & Planning (internal data)

The data will be initially shared and reviewed among the Student Success & Retention Team, Student Equity Workgroup, and Student Success & Support Program (3SP) Advisory Council. Dialogue regarding movement toward achieving equality in access among the targeted groups of Asian Indian, Veterans, and Vietnamese will focus on the effectiveness of the current activities, whether these activities should be refocused, and whether new activities should be designed. These recommendations will be shared at the Planning and Resource Council (PaRC), the institution's primary participatory governance group.

The institution anticipates that access gaps will be reduced and narrowed over the next five years. Given the timeframe and the activities focused on the access goal, it is anticipated that movement toward the goals may progress slowly as efforts related to marketing and outreach may take a couple years to be measured. Activities aimed at decreasing access disparities are

aligned with the Educational Master Plan’s objective to reduce barriers and facilitate students’ ease of access across the District and region. Additionally, the access goal is related to the matriculation goals (orientation, assessment, and student educational plans) stated in Foothill’s Student Success and Support Program (3SP) Plan. As outreach is an important component to the 3SP Plan, identifying students and facilitating their enrollment process, will also support the student equity plan goals regarding access.

### **GOAL: B. COURSE COMPLETION**

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

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal</b>	<b>Goal Year</b>
African American	-15%, Fall 2014	Gap no > -12	2020
Low Income	-10%, Fall 2014	Gap no > - 7	2020
Latino	- 7%, Fall 2014	Gap no > - 4	2020

### **Evaluating Progress toward Goal**

Progress toward eliminating the gaps experienced by the target populations will be measured based on fall quarter data. Indicators examined will include course success and academic probation rates. These data will be identified through the following sources:

- American Community Survey
- California Department of Finance
- CCCC DataMart: student count
- FHDA Institutional Research & Planning (internal data)

Dialogue regarding movement toward achieving gaps no greater than 3% in course completion among the targeted groups of African American, Low Income and Latino will focus on the effectiveness of the current activities, whether these activities should be refocused, and whether new activities should be designed. These recommendations will be shared at the PaRC as the institution anticipates the gaps will narrow by the end of the decade.

Given the timeframe and the activities focused on the course completion goal, professional development and institutional research efforts will first establish the background, training and framework needed to support the mentoring, early alert, online course support and financial aid access initiatives. Activities aimed at decreasing course completion disparities are aligned with the Educational Master Plan’s objectives to implement activities to improve achievement of student outcomes among those population groups experiencing disproportionate impact; enhance support for online quality and growth for instruction and student services; and employ data-driven decision making. The early alert initiative proposed by the Student Success and Support Program (3SP) Plan aligns with the Student Equity Plan’s course completion goals by



focusing efforts and resources toward increasing course completion rates, especially among disproportionately impacted groups. Additionally, course completion is an indicator included as one of the college's institutional standards (for accreditation) and goals (for Institutional Effectiveness Partnership Initiative (IEPI)). The institution has publicized a minimum course completion rate of 57% along with an aspirational rate of 77.1%. The program review process also asks each unit to review course completion rates and reflect on efforts to increase those rates, especially for underserved students.

### **GOAL: C. ESL & BASIC SKILLS COMPLETION**

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:

#### ESL

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
Native Hawaiian or other Pacific Islander	-23%, 2008-09	Gap no > -12	2014-15 Cohort (in 2020-2021)
Females	-3%, 2008-09	Gap no > - 0	2014-15 Cohort (in 2020-2021)
Latino	- 7%, 2008-09	Gap no > - 4	2014-15 Cohort (in 2020-2021)

#### English

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
African American	-19%, 2008-09	Gap no > -16	2014-15 Cohort
Low Income	-7%, 2008-09	Gap no > - 4	2014-15 Cohort
Filipino and Native Hawaiian or other Pacific Islander	-13%, 2008-09	Gap no > - 10	2014-15 Cohort

#### Math

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
African American	-23, 2008-09	Gap no > -10	2014-15 Cohort
Low Income	- 6, 2008-09	Gap no > - 3	2014-15 Cohort
Latino	- 6, 2008-09	Gap no > -3	2014-15 Cohort

## Evaluating Progress toward Goal

Progress toward eliminating the gaps in ESL, basic skills English and basic skills Math Completion experienced by the target populations will be measured based on fall quarter data. Depending on the subject pathway, the disproportionately impacted students include Native Hawaiian or other Pacific Islanders, female, Filipinos, low income, African American and Latino students. Indicators examined will include completion rates in ESL, English basic skills and Math basic skills courses; and a cohort based remediation completion rate. These data will be identified through the following sources:

- American Community Survey
- California Department of Finance
- CCCC DataMart: student count
- FHDA Institutional Research & Planning (internal data)

The data will be initially shared and reviewed among the Student Success & Retention Team, the Student Equity Workgroup, the Basic Skills Workgroup and the Student Success & Support Program (3SP) Advisory Council. The Program Review Committee will also examine course completion rates as part of the comprehensive program review process in assessing program viability.

Dialogue regarding movement toward achieving gaps no greater than 3% in ESL and basic skills course completion (primarily among the targeted groups of African American, Low Income and Latino) will focus on the effectiveness of the current activities, whether these activities should be refocused, and whether new activities should be designed. Note that particular attention will focus on the groups experiencing the greatest disproportionate impact and efforts will emphasize reducing those completion rate gaps by at least half. Hence, Native Hawaiians or other Pacific Islanders enrolled in ESL, the success gap along that pathway should decline from 23% to no greater than 11%; in the Math basic skills pathway, African Americans' completion gap should also decline from 23% to 10%.

These recommendations will be shared at the PaRC as the institution anticipates the gaps will begin narrowing before the end of the decade. Evidence showing progress being made toward closing the gaps in ESL and basic skills completion will examine both historical (via the cohort based model on the Student Success Scorecard) and more recent data (via the basic skills tracker on the DataMart). Both time points allow the institution additional perspective to make adjustments to existing initiatives as well as the impetus to create new ones. Emphasis will be on clearer documentation of each pathway, identifying where students may be experiencing more challenges and therefore are not enrolling in the next pathway course.

Activities aimed at decreasing ESL and basic skills completion disparities are aligned with the following Educational Master Plan's objectives:

1. To implement activities to improve achievement of student outcomes among those population groups experiencing disproportionate impact
2. Employ data-driven decision making. The program review process also will review, when appropriate, ESL and basic skills completion rates as part of the comprehensive program review process, highlighting department efforts to increase success rates among the disproportionately impacted groups.

#### **GOAL: D. DEGREE & CERTIFICATE COMPLETION**

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

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
African American	-26, 2008-09	Gap no > -10	2014-15 Cohort
Latino	-17, 2008-09	Gap no > - 10	2014-15 Cohort
Low income	-12, 2008-09	Gap no > -10	2014-15 Cohort

#### **Evaluating Progress toward Goal**

Progress toward eliminating the gaps experienced by the target populations will be measured based on annual data reviews. Indicators examined will include degree/certificates awarded, associate degrees for transfer (ADTs) awarded, degree/transfer completion outcomes rates. These data will be identified through the following sources:

- FHDA Institutional Research & Planning (internal data)
- Student Success Scorecard

The data will be initially shared and reviewed among the Student Success & Retention Team, Student Equity Workgroup and Transfer Workgroup.

Dialogue regarding movement toward achieving gaps no greater than 10% in degree and certificate completion among the targeted groups of African American, Low Income and Latino will focus on the effectiveness of the current activities, whether these activities should be refocused, and whether new activities should be designed. These recommendations will be shared at the PaRC as the institution anticipates the gaps will be reduced by the end of the decade.

The expansion of the Associate Degree for Transfer (ADT) should increase the number of awarded conferred annually but the emphasis remains on decreasing the disproportionate impact among all student populations. Activities aimed at increasing degree and certificate completion disparities are aligned with the Educational Master Plan's objectives to implement activities to improve achievement of student outcomes among those population groups experiencing disproportionate impact and employ data-driven decision making. Tracking the ADTs also support the EMP objective to collaborate with K-12, adult education and four-year

institutions in ways that support students and society. Additionally, degree and certificate completion is an indicator included as one of the college's institutional standards (for accreditation) where the annual minimum degree and certificate completion is 714. The Transfer Center Plan also aligns with the Student Equity Plan activities with its focus on increasing ADT rates and establishing more ADT programs.

### **GOAL: E. TRANSFER**

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

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
African American	-15, 2008-09	Gap no > -10	2014-15 Cohort
Latino	-16, 2008-09	Gap no > - 11	2014-15 Cohort
Low income	-10, 2008-09	Gap no > - 5	2014-15 Cohort

### **Evaluating Progress toward Goal**

Progress toward eliminating the gaps experienced by the target populations will be measured based on reviewing these data annually. Indicators that will be examined include cohort based analyses of the degree/transfer outcome; the transfer volume to University of California (UC), California State University (CSU), In-State Privates and Out of State institutional systems; and the transfer rate among ADTs. These data will be identified through the following sources:  
Student Success Scorecard

- DataMart
- National Student Clearinghouse,
- FHDA Institutional Research & Planning (internal data)

The data results will be initially shared and reviewed among the Student Success & Retention Team, Student Equity Workgroup and Transfer Workgroup.

Dialogue regarding movement toward reducing the outcome gap by half its current rate among the targeted groups of African American, Low Income and Latino will focus on the effectiveness of the current activities, whether these activities should be refocused, and whether new activities should be designed. These recommendations will be shared at the PaRC as the institution anticipates the gaps will narrow before the end of the decade.

Given the timeframe and the activities focused on the transfer goal, collaboration with the Transfer Center (supported by 3SP funding) will focus on identifying disproportionate impact among specific program award types. This effort aligns with the Transfer Center Plan's initiatives to enhance the transfer goal, including hiring a Transfer Center Director to better document Center use and student needs. Activities aimed at increasing transfer disparities also support the Educational Master Plan's objectives to implement activities to improve

achievement of student outcomes among those population groups experiencing disproportionate impact and employ data-driven decision making. Attempts to better identify the disproportionate impact among the ADT students also support the EMP objective to collaborate with K-12, adult education and four-year institutions in ways that support students and society. Additionally, transfer completion is an indicator included as one of the college's institutional standards (for accreditation) where the annual minimum transfer volume is 760.

**SUMMARY EVALUATION SCHEDULE AND PROCESS**

As the focus on student equity issues is a stated goal for the college (EMP Goal 1), the ability to communicate effectively and efficiently will also support another EMP objective of promoting decision making that respects the diverse needs of the entire college community. Should outcome rates change or student population demographics shift, the importance of being able to dialogue about these data (related to the SEP activities and goals) in participatory governance settings will facilitate the engagement level needed by all campus constituents to promote the Student Equity Plan’s goals. In other words, the EMP and SEP together serve as guiding documents to how the college process should occur as the institution works to achieve its identified student equity goals.

Below is an evaluation summary table detailing how the institution will document its activities and efforts toward reducing disproportionate impact and achieving its goals.

Goal	Progress Indicators	Timeline	Results Reviewed	Progress Expectations	Actions Taken	Planning Alignment
<b>Access</b>	<ul style="list-style-type: none"> <li>County demographics (ACS, CA Dept. Finance)</li> <li>College demographics (DataMart, FHDA IR&amp;P)</li> <li>Financial aid student demographics (DataMart, FHDA IR&amp;P)</li> </ul>	Annual Annual Fall	Student Equity Workgroup; Student Success & Retention Team; 3SP Advisory Council; PaRC	No gaps by 2020	Review data annually, evaluate results; discuss results with constituent groups; determine if changes in activities are needed	EMP, 3SP Plan
<b>Course Completion</b>	<ul style="list-style-type: none"> <li>Course success rates (DataMart, FH IR&amp;P)</li> <li>Online course success rates (DataMart, FHDA IR&amp;P)</li> <li>Course success by ethnicity (DataMart, FHDA IR&amp;P)</li> <li>Course success among financial aid recipients (FHDA IR&amp;P)</li> <li>Academic probation rates (FHDA IR&amp;P)</li> </ul>	Fall Fall Annual Annual Fall	Student Equity Workgroup; Student Success & Retention Team; 3SP Advisory Council; Program Review Committee; PaRC	Narrow gaps by at least 3 percentage points by 2020	Review data annually, evaluate results; discuss results with constituent groups; determine if changes in activities are needed	IEPI; EMP; Program review; Institutional Standards; 3SP Plan

<p><b>ESL and Basic Skills Completion</b></p>	<ul style="list-style-type: none"> <li>• Remedial Momentum point (Scorecard)</li> <li>• Course success rates: ESL, English basic skills, Math basic skills (DataMart, FHDA IR&amp;P)</li> </ul>	<p>Annual  Annual Fall</p>	<p>Student Equity Workgroup; Basic Skills Workgroup; Student Success &amp; Retention Team; 3SP Advisory Council; PaRC</p>	<p>Narrow the gap by 3 percentage in all subjects by 2020 Exceptions: Narrow the gap by 11% among Native Hawaiian or other Pacific Islander in ESL; by 13% among African Americans in Math</p>	<p>Review data annually, evaluate results; discuss results with constituent groups; determine if changes in activities are needed</p>	<p>EMP; Program review; 3SP Plan</p>
<p><b>Degree and Certificate Completion</b></p>	<ul style="list-style-type: none"> <li>• Degree/Transfer Completion Outcome (Scorecard)</li> <li>• Program Awards: Degree/Certificates awarded (FHDA IR&amp;P)</li> <li>• Associate Degree for Transfer (ADT) Volume (FHDA IR&amp;P)</li> </ul>	<p>Annual  Annual  Annual</p>	<p>Student Equity Workgroup; Transfer Workgroup; Student Success &amp; Retention Team; PaRC</p>	<p>Narrow the gaps among targeted groups to 10% or less by 2020</p>	<p>Review data annually, evaluate results; discuss results with constituent groups; determine if changes in activities are needed</p>	<p>EMP; Program review; Institutional Standards; Transfer Center Plan</p>
<p><b>Transfer</b></p>	<ul style="list-style-type: none"> <li>• Degree/Transfer Completion Outcome (Scorecard)</li> <li>• Transfer Velocity: cohort based transfer rate (DataMart)</li> <li>• Transfer Volume: UC, CSU, ISP and OoS (UC, CSU, DataMart)</li> <li>• Associate Degree for Transfer (ADT) Transfer Rate (National Student Clearinghouse)</li> </ul>	<p>Annual  Annual  Annual  Annual</p>	<p>Student Equity Workgroup; Transfer Workgroup; Student Success &amp; Retention Team; PaRC</p>	<p>Narrow the gaps by at least 5 percentage points by 2020</p>	<p>Review data annually, evaluate results; discuss results with constituent groups; determine if changes in activities are needed</p>	<p>EMP; Institutional Standards; Transfer Center Plan</p>