



Santa Rosa Junior College
Student Equity Plan

December 8, 2015

SANTA ROSA JUNIOR STUDENT EQUITY PLAN

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Santa Rosa Junior College

Student Equity Plan Signature Page

District: Sonoma County Community College Board of Trustees Approval Date: 12/08/15

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

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Executive Summary

Introduction

Santa Rosa Junior College (SRJC) aspires to be an inclusive, diverse, and sustainable learning community. Its mission is to passionately cultivate learning through the development of its diverse community. SRJC has a history of providing excellent education to the community it serves during the last ninety-six years. It serves about 30,000 students of diverse backgrounds. SRJC's Latino student population has steadily grown, with many of them being first generation college students and/or economically disadvantaged. In spring of 2014, the College officially became a Hispanic Serving Institution. SRJC is committed to expand and sustain access to all student populations, and support them through the completion of their educational goals, regardless of ethnicity, gender, disability, or socioeconomic status.

Prior to 2014-2015 Student Equity funds, SRJC utilized its funding sources and various support programs to the best of its capacity to facilitate the success of all students. Following the Student Success Act of 2012, SRJC formed a Student Success and Equity Committee (SSEC) to provide a platform for collaboration and communication across the district and to integrate student success efforts including effective academic and student services programs delivery and continuous improvement. The Committee represents all constituent groups across the District.

SSEC gathers broad input across the District, conducts research, and provides recommendations to the district in implementation of the Student Equity Plan in conjunction with the Student Success and Support Program (SSSP) Plan and other support programs. It also coordinates the evaluation of programs and initiatives that directly support Student Equity goals. The Committee incorporates research and evaluation findings into the recommendation of student equity strategies and activities.

SRJC recognizes and values faculty expertise and participation in Student Equity efforts. One key principle for Student Equity planning and implementation is to deliver direct support to faculty and students both inside and outside of classrooms. During the past two years, faculty collaboration and participation has reached an unprecedented level at SRJC. In addition to faculty representatives on the SSEC, dozens of academic departments and about 100 faculty members have actively participated in these efforts, linking in-class teaching and learning with outside support services.

SRJC has developed several key programs as a result of the 2014-15 Student Equity Plan, including introducing a Peer Assisted Learning Specialist program, developing identity and linked-course learning communities, the creation of an Office of Student Equity, and much more. In addition to new programs, SRJC has increased professional development around unconscious bias, pedagogies aimed at reducing the achievement gap, and acceleration and

curriculum improvement exploration. We have also improved outreach coordination and awareness of disproportionate impact and achievement gaps campus-wide.

The 2015-16 plan builds on this success, and utilizes both concentrated support strategies alongside widespread engagement. The 2015-16 plan includes a larger number of course completion activities. Course completion is a priority for SRJC because retention is the first step towards achieving academic goals. By ensuring that students are retained in their courses and have high quality learning experiences, we are striving to influence the entire academic pathway for historically underrepresented students.

Research Methodology

SRJC utilized the Proportionality Methodology to identify disproportionately impacted students. This method compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). The Proportionality Index charts are color coded to help easily identify DI groups for each Success Indicator. The intensity of the corresponding color is an indication of the gap between the value of the index and the number one.

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

Color key for the Proportionality Index



0.....1.....2+

Following the recommended methodology provided in the CCCC template, the SRJC Office of Institutional Research calculated the “number of students ‘lost’” and provided it in the target population charts for each Success Indicator. This is the number of students who, if they had succeeded, would bring the Proportionality Index for the selected sub-group to value one. The resulting formula yields the results that are identical to the results obtained via Percentage Gap methodology if the size of the sub-groups are significantly smaller than the size of the entire student cohort, which is true for all the subgroups we identified here.

Based on the research of Bensimon and Malcom-Piqueux (2014), the CCCC template recommended that students experiencing disproportionate impact be defined as those with a Proportionality Index of 0.85 or less. In general SRJC used this benchmark to guide our activities and planning. However, based on local research data and demographics, in a few cases we identified subgroups with indexes between 0.85 and 0.99 as disproportionately impacted to better reflect the needs of our student population.

Target Groups

The following groups of students have been identified as being disproportionately impacted for one or more of the success indicators at SRJC:

- African Americans
- Latinos
- Pacific Islanders/Filipinos
- Native Americans
- Students with disabilities
- Economically disadvantaged students
- Foster Youth
- First generation students

Goals

Over the next year, SRJC's Student Success and Equity Committee will continue refining the goals for each target population. This will include examining integration with SRJC's institutional planning and effectiveness effort, facilities master planning process, master plan for education, and other institutional processes as well as researching standards in higher education and peer institutions. Through integrated data collection and planning informed by the SE Indicators, it is our hope that each of the SRJC plans will have similar goals to leverage our efforts and ensure collaboration. SRJC has identified an ambitious overall goal for reducing the achievement gap in each indicator by 20 percent by 2020. This goal of reducing DI by 20 percent and this Equity Plan will serve as a framework for ongoing discussion, action, and evaluation of our efforts to ensure equitable student success at SRJC.

Activities by Success Indicator

Access

- Improve the coordination of outreach efforts.
- Build on the Day under the Oaks and Jesse Peter Museum programs to develop specialized activities for Native American Students.
- Provide a one-stop Dream Center for undocumented students.
- Support a Veteran's center with expanded programming in Petaluma.
- Research and develop programming for Adult Re-entry programs.
- Shone Farm Transportation

Course Completion

- Offer and expand the Peer Assisted Learning Specialist program (PALS).
- Develop and analyze a survey of Native American students at SRJC to identify barriers and interventions to retention and success.
- Support the Foster Care and Kinship Education Programs with additional staff and services.
- Expand the Library Textbook Loan Program.
- Provide Smarthinking Online tutorial services.

- Implement and support Identity-based Learning Communities.
- Provide targeted tutoring for athletic department.
- SRJC High School Math and English Curriculum Alignment with Common Core.

ESL / Basic Skills

- Provide a Vocational Skills Coach for the DRD College to Career Program.
- Support Linked-course Learning Communities.
- Provide embedded counseling visits to Basic Skills classes.
- Strengthen pathways from noncredit to credit by improving services at the Southwest Center.
- Expand hours at the Petaluma Tutorial and Writing Center.
- Host department orientations for new adjunct faculty in College Skills, English, and ESL.

Degree / Certificate

- Develop and implement a Guided Pathways to Degree Completion program.
- Explore and develop accelerated Math sequence and success.
- Provide dedicated counseling for MESA and HSI learning communities.

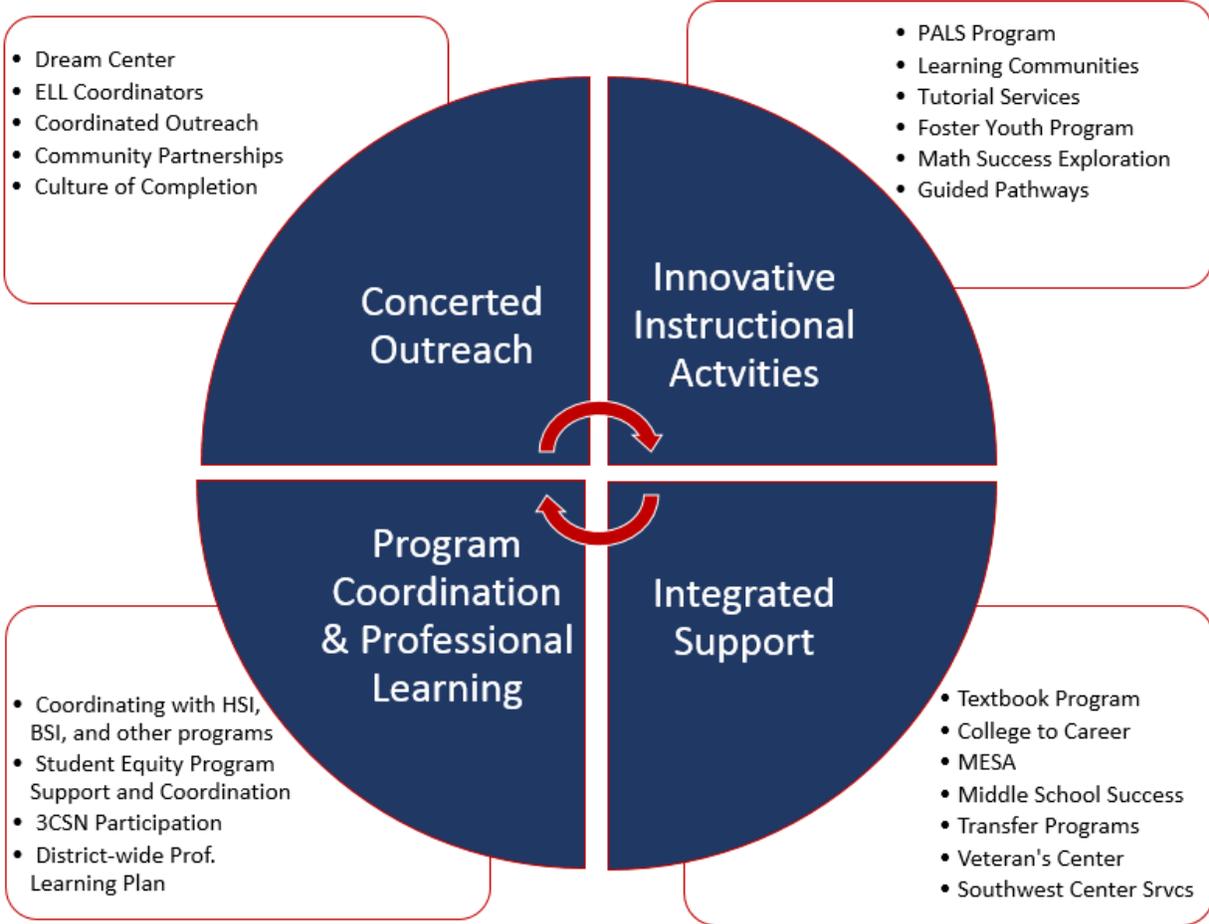
Transfer

- Implement a comprehensive transfer package including a Program Specialist I, Equity Transfer Counselor, and expanded programming.
- Support the Math, Engineering, Science, Achievement (MESA) program with additional staff.

Multiple Indicators

- Develop and pilot a Middle School Early Success Program.
- Develop and support an “Our House” Multicultural Center at the Petaluma campus.
- Provide comprehensive support to all Student Equity programs through the development of an Office of Student Equity.
- Develop and implement a comprehensive District-wide professional learning program aimed at supporting the goals and activities in the Student Equity plan.
- Facilitate Action Research groups to further explore the achievement gaps and interventions for target populations, including LGBT, minority men, and adult learners.
- Provide direct student support to target populations, this may include book vouchers, food vouchers, transportation, child care, supplies, permit and certificate application support, student conferences, and uniforms.
- Provide Student Health Services support for target populations.
- Expand Library Hours.

Activities by SRJC Strategy



Funding Sources

Under the guidelines of District Strategic Planning, Santa Rosa Junior College utilizes a Program Review and Planning Process (PRPP) to evaluate program effectiveness and to allocate resources (funds, staffing, and facilities). These planning components inherently fulfill, advance, and advocate for Student Equity as part of the institutional responsibility.

SRJC will utilize funds from multiple sources to support its equity goals. The sources of funding which have been and/or will be used for Student Equity include:

- District General Fund
- Student Equity Fund
- Basic Skills Initiative Fund
- Board of Governors Financial Assistance Program Fund
- Student Success and Support Program Fund
- Disabled Student Program and Services Fund
- Extended Opportunity Programs and Services Fund
- CalWORKS Fund
- Associated Students Fund
- Student Health Fee Fund
- Grant Funds: Gateway to College, College to Career, Foster Youth, Hispanic Serving Institution
- SRJC Foundation Funds

Contact Persons

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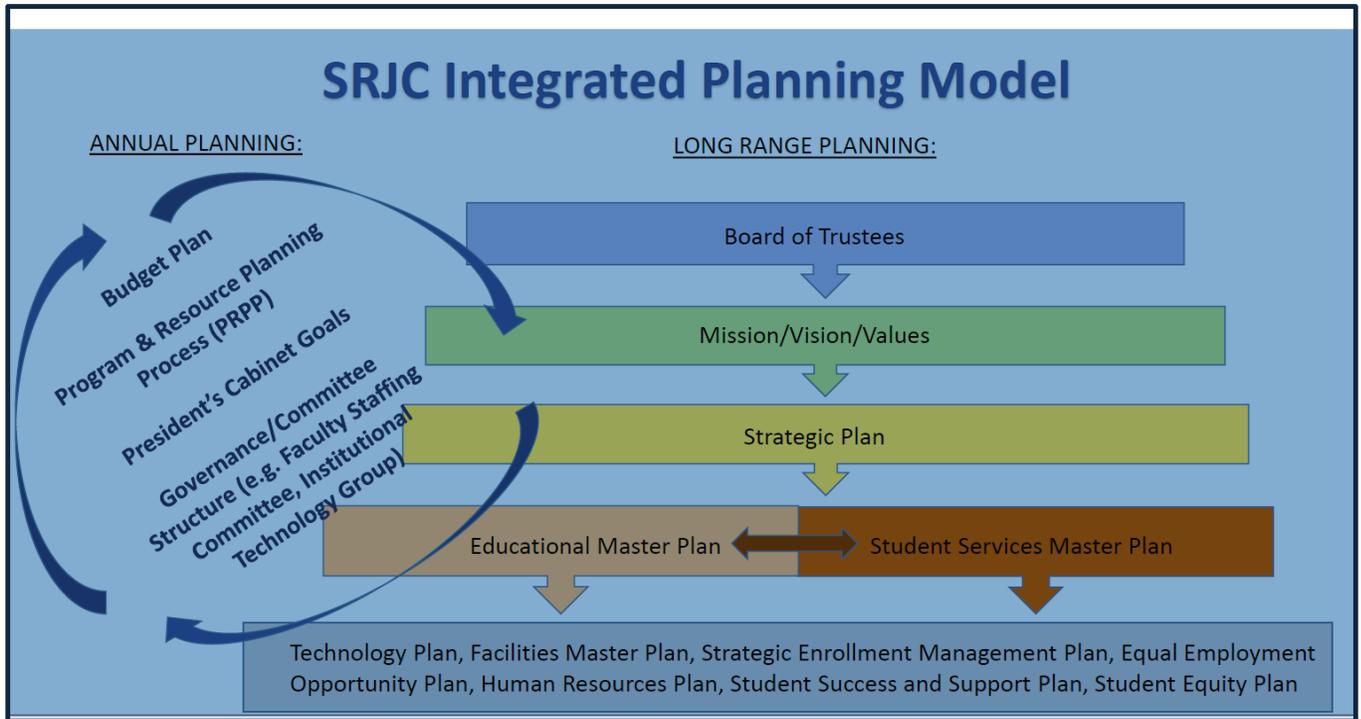
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Planning Committee and Collaboration

SRJC uses an Integrated Planning Model as shown below (from SRJC District Institutional Planning website). The Student Equity planning and implementation process is a continuous improvement cycle with strong collaboration and coordination throughout each step: input gathering, program planning, implementation, and evaluation (including new data analysis and feedback gathering) that leads to the new cycle of program planning and implementation.



The Student Equity Plan development process is led by the Student Success and Equity Committee (SSEC), co-chaired by the Dean of Student Success, Equity and Retention and the Academic Senate President or Designee. Committee Membership includes faculty, staff, administrators (from both Student Services, Academic Affairs, IT, and Research), and students. SSEC serves as a President's Advisory Committee and a Senate Consultation Committee. It is charged to lead the implementation of the Student Success Act of 2012, including the Student Success and Support Program (SSSP) and Student Equity in coordination with other student support programs. The Committee's mission is to promote student development, equity, retention, success and completion across the District.

Since its establishment in spring 2014, this Committee has provided a platform for collaboration and communication across the District. This has resulted in improved integration of student success efforts, including many new academic and student services initiatives, as well as strengthening existing programs. It is fostering a culture of data driven planning, research, and

evaluation that leads to more effective program and service delivery and continuous improvement.

With support from Information Technology, the Office of Institutional Research has gathered data, generated reports and facilitated data analysis in each area of the core SSSP services while linking the analysis with Student Equity. These results, as well as implementation progress have been shared both at SSEC meetings and to a wider audience across the district, including public presentations to the Board, Student Services Council, Academic Council, and Academic Senate, etc. with the goal of creating a culture of evidence and analysis and to facilitate collaboration across campus constituents to end disproportionate impact.

The SSEC is a working committee that often is divided into workgroups with specific goals and aspects of both SSSP and Student Equity programs, conducting research and reaching out to constituent groups for input and collaboration. After gathering broad input from all constituent groups and several cycles of revisions, SSEC submitted the first Student Equity Plan to senior administrators and the Board for approval in November 2014.

Throughout 2014-15, the Dean of Student Success, Equity and Retention worked with various departments and support programs to begin the implementation of activities and regularly monitor the progress in according to the 2014-15 Student Equity Plan. With the support from administrators from both Student Services and Academic Affairs, and a newly created Faculty Student Equity Coordinator, SRJC supported various existing programs with staff and funding, including MESA, Foster Youth, EOPS, Hispanic Serving Institute Program (H.S.I.), while creating new programs such as Peer Assisted Learning Specialist program (a locally designed, innovative supplemental instruction program), several cultural identity-based or linked-course Basic Skills learning communities, and a Dream Center for undocumented students. The coordination and collaboration between Student Equity and various other programs and services are further illustrated in the chart at the end of this section.

In spring 2015, SSEC set the timeline for a new round of planning for 2015-16 Student Equity program. The Dean of Student Success, Equity and Retention started the coordination of the 2015-16 planning process in late spring 2015 with SSEC members and other stakeholders. The planning process and timeline takes into consideration factors such as the local program review process, SSSP implementation and evaluation timelines, and alignment with the Institutional Effective Program Initiative, as well as meeting schedules of various shared governance bodies. The Committee reviewed and discussed new research data to identify achievement gaps for SRJC student populations. It also started the evaluation of major Student Equity initiatives such as the PALS program. The planning culminated in two retreats during summer 2015 when strategies and initial proposals were discussed.

Using Student Equity funding, a Director of Student Equity joined the Student Equity implementation team in March 2015. Building on these efforts, this position will provide for a higher level of collaboration across the District, as well as contributing to program implementation and support, including the expansion of direct student support from Student

Equity to be distributed through other programs. This position will continue to engage campus-wide constituents through the shared governance structure and institutional planning efforts. The Director of Student Equity also works closely with OIR to gather and organize research data and distribute these findings to the college community.

For the 2015-16 planning cycle, additional research was performed and presented at the SSEC summer retreat. Using this information the SSEC developed a Request for Proposal (RFP) and Program Evaluation form that included selection criteria and timelines agreed upon by SSEC. The RFP was announced in mid-August, and proposals were collected and reviewed based on linkage to target student populations and student success indicators, the scale and impact on district-wide equity goals, and proposed evaluation methods. In August, with the release of the CCCCCO template, the SSEC has been working to format these efforts into the new format.

The final selection of the activities that support 2015-16 SRJC Student Equity goals will be determined based on established criteria and the actual program allocation. The final plan will be approved by SSEC, endorsed by Academic Senate, and approved by Board of Trustees before being submitted to the Chancellor’s Office in November.

Program Coordination and Collaboration

The chart below helps to demonstrate the collaboration and dedication of multiple stakeholders, departments, and programs at SRJC. Clearly, some of the services provided support multiple success indicators. It is also important to note, that this chart is not an exhaustive list of the activities these programs conduct or all efforts related to Student Equity at SRJC.

| Success Indicators | Activity | Program |
|--------------------|---|----------------------------------|
| Access | Placement JAM: provide math and English placement preparation sessions. Multiple measures: use EAP and AP results; in research for non-cognitive measures. | SSSP |
| Access | High School Transition Program: offered on both the Santa Rosa and Petaluma campuses; typically serves 200 -250 students District-wide; bridge the gap between high school and SRJC for graduating high school seniors with disabilities. Students receive support in completing all matriculation steps as outlined in the SSSP, as well as necessary accommodation for placement testing and education regarding the DSPS services. | DSPS |
| Access | Outreach: informs students of available aid. | Financial Aid & Veterans Affairs |
| Access | Outreach to about 2,000 students and parents at high schools, especially ELL community; promotes services through bilingual radio interviews. | EOPS/CARE |

| | | |
|-------------------------------|--|----------------------------------|
| Access | Outreach to promote college awareness to middle school, high school, and community. Summer Bridge program for Latino/a or low income students; access to support staff and programs/ services. | H.S.I. grant |
| Access | Access, support services for Latino/a, first generation, and low income. | MESA |
| Access | Access, and wrap around support for Latino/a, first generation, and low income. | Puente |
| Access | Access and support for TANF students. | CalWORKS |
| Access | Access and support for Foster Youth and former Foster Youth. | Foster Youth Program |
| Course completion | Early Connection program: provide student success workshops and retention tools for faculty to improve course completion. | SSSP |
| Course completion | Concussion management: pivotal to the course completion and overall academic success of athletes; students are provided with concussion education, academic accommodations, and individual and group support during recovery. Collaborates with Sports Medicine and Student Health Services. This responsive, collaboration-based program helps students manage their symptoms and return to their coursework in a graded manner that facilitates academic success and optimizes recovery. | DSPS |
| Course Completion | Workshops: for at-risk/in need students. | Financial Aid & Veterans Affairs |
| Course Completion | Honors certificate for student who complete 9+ unit course work with 3.0 GPA or better. | EOPS/Care |
| Course completion | Expanded embedded tutoring (peer assisted learning); Instructional assistance; accelerated course options. | H.S.I., B.S.I, District |
| Course completion | MESA, STEM-related drop-in tutoring services, peer mentoring, Academic Excellence Workshops. | MESA |
| Course Completion | Expanded paraprofessional tutoring in Writing and tutorial centers including walk-in, appointments, group sessions, and workshops. | BSI |
| Course Completion | Learning communities; mentoring. | Puente |
| Course Completion | Direct Student Assistance for TANF students. | CalWORKS |
| Course Completion | Case management support; college success courses; referral to support services. | Foster Youth |
| ESL & Basic Skills Completion | Provide bilingual SSSP promotion materials and core services to ELL community. | SSSP |

| | | |
|---------------------------------|--|---|
| ESL & Basic Skills completion | Outreach specifically for Latino/a students with disabilities: Contract Faculty member conducting outreach to meet the needs of the growing Latino/a students at SRJC; by using culturally responsive strategies and by partnering with other programs and efforts to improve outcomes and access for Latino/a students. | DSPS |
| ESL & Basic Skills completion | EOPS Scholarship awards and direct student support to help the completion of basic skills, ESL and DSPS classes. | EOPS |
| ESL & Basic Skills Completion | Learning Communities designed to bring students from 2 levels below transfer to transfer level English utilizing student-centered pedagogy and community building. | Puente, H.S.I., Basic Skills |
| ESL & Basic Skills Completion | Professional development and assessment training for adjunct instructors to align instructional approaches, promote student-centered effective practices and maintain consistent grading standards. | BSI |
| Degree & certificate | College to Career Program: in its fifth year, it is a collaborative program between DSPS and the Department of Rehabilitation; serves students with intellectual disabilities and/or autism. This three year cohort-based program assists students in obtaining gainful employment in a career area of their choice through Career Technical Education; and provides academic and vocational counseling, educational and vocational coaching, tutoring, and job development. | College2Career, DSPS |
| Degree & Certificate completion | Academic counseling, counseling for special populations; dedicated counselors and intrusive advising in Puente, H.S.I., Umoja, and APASS; general academic counseling to create Education Plans for all new students; | SSSP, Financial Aid, Veterans Affairs, H.S.I., SSSP |
| Degree & certificate completion | EOPS bilingual services in orientation and counseling and advising for academics and vocational careers; scholarship awards. | EOPS/CARE |
| Transfer | Dedicated DSPS Counselors whose emphasis is providing comprehensive academic planning for DSPS students. The department's previous model required DSPS students to utilize the Counseling Department for this service. Research shows students with disabilities are underperforming in the area of transfer at SRJC. It is the intent of these positions to address this gap with specialized academic counseling available to students earlier in the transfer process. | DSPS |
| Transfer | Scholarship awards for degree/ certificate completion and transfer; assist in transfer process. | |
| Transfer | MESA transfer assistance; 97 percent of MESA students become transfer-prepared. | MESA |
| Transfer | University visits for Puente, H.S.I., Umoja and APASS | Puente, H.S.I., Learning Comm. |

| | | |
|----------|--|---------------|
| Transfer | CalWORKS/CARE counseling and advising; identify education /career goals. | CalWORKS/CARE |
|----------|--|---------------|

Student Equity Plan Committee Membership List

| Member Name | Title | Organization(s), Program(s) or Role(s) Represented |
|------------------------|--|---|
| Audrey Spall, co-chair | Academic Senate Representative, Counselor | Faculty Member |
| Li Collier, Co-chair | Dean II, Student Success, Retention, and Equity | Administrator |
| Kris Abrahamson | Dean III, Liberal Arts & Sciences | Administrator |
| Laura Aspinall* | Disability Resources Specialist, Dept. Chair | Faculty Member |
| Inez Barragan | Director, EOPS | Administrator |
| Genevieve Bertone | Director, Student Equity | Ex-officio, Administrator |
| Denise Cooper | Coordinator, A&R, Petaluma | Classified Staff |
| Jana Cox* | Director, Student Financial Services, Financial Aid | Administrator |
| Victor Cummings* | Dean II, Academic Arts & Foundations | Ex-officio, Administrator |
| Hector Delgado* | Manager, Southwest Center | Administrator |
| Greg Drukala* | Research Analyst, Institutional Research | Research, Staff |
| Jeanne Fadelli* | Research Analyst, Institutional Research | Research, Staff |
| KC Greaney | Director, Institutional Research | Research, Administrator |
| Arthur Hsieh | Faculty, Dept. of Public Safety | Faculty Member |
| Marty Lee | Dean, Counseling and Special Programs | Administrator |
| Hernan Lemus | Student Leader, ASG | Student |
| Matthew Long | Dean, Student Services, Petaluma | Administrator |
| Jerry Miller | Dean, Career Technical Education | Academic Administrator |
| Julie Muzzatti | Faculty, College Skills | Faculty Member |
| Freyja Pereira | Dean II, Admissions, Records, & Enrollment Development | Administrator |
| Nancy Persons | Librarian, Library & Info Resources | Faculty Member |
| Lauren Servais | Faculty, English / Student Equity Coordinator | Faculty Member |
| Don Webb | Manager, Systems & Programming, IT | Ex-officio |
| Enrique Yance | Student Leader, ASG | Student |
| Pattie Wegman | Dean III, Student Conduct/Disabled Student Programs and Svc, DRD | Ex-officio |

* indicates regular participants that are not formal committee members.

Access

A. Definition of Access Indicator for Conducting Research

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

CAMPUS-BASED RESEARCH: ACCESS

Methodology

In the data charts below, we compared the Proportionality Indexes of the Population Participation Rates for various demographic groups of the population of Sonoma County. The Proportionality Index is the ratio of the participation of a particular demographic group in the SRJC student body ("outcome") to the participation of the same group in the total population of Sonoma County ("cohort").

"SRJC Enrollment" is the unduplicated annual credit and noncredit enrollment for the academic year 2013-14 per California Community Colleges Chancellor's Office Data on Demand.

"Sonoma Population" is based on State of California Department of Finance Report P-3: State and County population projections by race/ethnicity, detailed age, and gender, 2010-2060, Sacramento, California January 2013.

Population Participation Rate (PPR) is defined as the number of students of any age (unduplicated annual headcount) enrolled in the college (credit and non-credit courses) per 100 persons of any age living in Sonoma County.

The following demographic groups could not be disaggregated due to lack of comparable Sonoma County data:

- Some other race
- Foster youth
- Students with disabilities
- Low income students
- Veterans

| | Sonoma Population Count | Percent in Sonoma | Enrollment Count | Percent in SRJC | Proportionality | Gap |
|-----------------------------|-------------------------|-------------------|------------------|-----------------|-----------------|------|
| Gender | | | | | | |
| All | 491,583 | 1 | 37,649 | 1 | 1 | |
| All Females | 249,279 | 0.53013 | 19,959 | 0.50709 | 1.05 | |
| All Males | 242,304 | 0.43263 | 16,423 | 0.43263 | 0.88 | 0.12 |
| Ethnicity and Gender | | | | | | |
| Asian All | 18,109 | 0.03684 | 1,681 | 0.04465 | 1.21 | |
| Asian Female | 9,887 | 0.02011 | 916 | 0.02433 | 1.21 | |
| Asian Male | 8,222 | 0.01672 | 725 | 0.01926 | 1.15 | |
| African American All | 7,708 | 0.01568 | 900 | 0.02391 | 1.52 | |
| African American Female | 3,414 | 0.00694 | 406 | 0.01078 | 1.55 | |
| African American Male | 4,294 | 0.00874 | 462 | 0.01227 | 1.4 | |
| Latino All | 126,707 | 0.25775 | 11,591 | 0.30787 | 1.19 | |
| Latino Female | 60,508 | 0.12309 | 6,312 | 0.16765 | 1.36 | |
| Latino Male | 66,199 | 0.13466 | 5,052 | 0.13419 | 1 | |
| Native American All | 3,608 | 0.00734 | 252 | 0.00669 | 0.91 | 0.09 |
| Native American Female | 1,911 | 0.00389 | 135 | 0.00359 | 0.92 | 0.08 |
| Native American Male | 1,698 | 0.00345 | 108 | 0.00287 | 0.83 | 0.17 |
| Pacific Islander All | 1,446 | 0.00294 | 135 | 0.00359 | 1.22 | |
| Pacific Islander Female | 814 | 0.00166 | 68 | 0.00181 | 1.09 | |
| Pacific Islander Male | 631 | 0.00128 | 64 | 0.0017 | 1.32 | |
| White All | 320,831 | 0.65265 | 19,391 | 0.51505 | 0.79 | 0.21 |
| White Female | 165,845 | 0.33737 | 10,093 | 0.26808 | 0.79 | 0.21 |
| White Male | 154,986 | 0.31528 | 8,677 | 0.23047 | 0.73 | 0.27 |
| Multi All | 13,174 | 0.0268 | 1,467 | 0.03897 | 1.45 | |
| Multi Female | 6,899 | 0.01404 | 768 | 0.02041 | 1.45 | |
| Multi Male | 6,274 | 0.01276 | 654 | 0.01737 | 1.36 | |

As previously mentioned, Santa Rosa Junior College's mission statement highlights the district's commitment to passionately cultivate learning through the development of our diverse community. The data on access clearly reflects the commitment to achieving diversity. For example, according to this year's Student Equity Campus-Based Research, female students, Latinos, African Americans, Pacific Islanders, and Asians each have a Proportionality Index above one. This indicates that these populations are enrolling at Santa Rosa Junior College in higher numbers than seen in the county population. While we celebrate this accomplishment, we are also committed to seeking additional ways to provide continued and strengthened access to all students of color and populations identified in this year's plan. This year's data analysis has identified three groups as having disproportionate impact.

| Equity Gap | Target Population | Proportionality Gap | Sonoma County Population | SRJC Enrollment |
|----------------|------------------------|---------------------|--------------------------|-----------------|
| Largest | White, Males | 0.27 | 154,986 | 8,677 |
| Second Largest | Native American, Males | 0.17 | 1,698 | 108 |
| Third Largest | Males, All | 0.12 | 242,304 | 16,423 |

According to the data, White male students and White, All students are disproportionately impacted in accessing services at SRJC (Proportionality Index of 0.73 and 0.79 respectively). However, deeper analysis of the data reveals that the underrepresentation of Whites in SRJC enrollment is due mainly to Sonoma County’s predominantly older White population. While this older adult population is important for our community’s vitality, they typically do not have completion goals that contribute to the equity gap. Age adjusted Proportionality Index for Access (16 through 24 years old) does not show a statistically significant underrepresentation of Whites (except for Males who are underrepresented across the board for all ethnic groups). Therefore, Whites, All students was not included as a target population in the chart above.

We did include Males, All in the chart above, as this group has a Proportionality Index of 0.88 compared to female students of 1.05. This data is consistent with national trends and this is the second year male students have been shown to be underrepresented at SRJC. Therefore activities are included in this plan to specifically address this disproportionate impact (DI). Furthermore, the data has shown that being male *and* from an ethnic group has a compounded impact on achievement and success. Male students, especially men of color, have been identified as having DI in all success indicators. Therefore, SRJC has proposed additional research to identify barriers and interventions for improving male access and success at SRJC.

Native Americans have a Proportionality Index of 0.91 and males in this target population are even more impacted with a Proportionality Index of 0.83. Although this cohort is small, they are consistently identified as experiencing disproportionate impact. Further, SRJC is within close proximity to several Native American communities, and is therefore keenly aware of its responsibility to ensure access. Specific strategies and additional research will take place this year to support this target population.

As noted above, disproportionate impact is compounded by multiple factors (i.e., males who are also members of an ethnic group, or foster youth that enter between ages of 20-14). Additional research will be conducted to evaluate how these multiple factors impact access and success at SRJC. The Office of Institutional Research conducts research on all underrepresented groups in the district using a variety of sources; however, limited data is available at the state level and within SRJC’s local student information system for Foster Youth, Veterans, and low socio-economic status. The data collection for first generation students is also at an early stage

of development, both at the state and local levels. The following list provides updated information for several special student populations at SRJC:

Data source for these special populations is on a term basis. From a total of 28,196 unduplicated student enrollments in fall 2014, approximately:

- 409 are Foster Youth (1.5 percent of total)
- 790 are Veterans (2.8 percent)
- 6105 are First Generation students (21.7 percent)

Students with disabilities and economically disadvantaged student data is available from the CCCCCO Datamart on an annual basis. Therefore, this data is provided in an annual format for the academic year 2014-15. The total student population for this period was 37,972. This more accurately reflects the total representation of these special populations in the SRJC student population.

- 3,033 DSPS students (7.99 percent)
- 12,521 Economically Disadvantaged students (33.0 percent)

The District will continue to identify sources and conduct further research for these student populations. First generation and low-income students will be included as target populations and specific activities will be developed to identify and remove barriers for their success.

Due to the high number of group homes and the pro-active approach Sonoma County has taken to provide youth-centered resources, Sonoma County has a large Foster Youth population. The number of foster youth enrolled in SRJC has steadily risen in the past three years, to a current population of approximately 600 (an estimated increase since the 2013-14 data collection noted above). The college recognizes that the unique circumstances Foster Youth experience make them an especially susceptible population needing integrated support and resources. Therefore, this Equity Plan will recommend supporting SRJC's foster youth program as part of the 2015-16 program activities.

With over 700 student Veterans enrolled annually, data collection and evaluation tracking their academic performance and challenges both in and outside of the classroom is much needed. Once detailed data is available, analysis can result in planning specific interventions and support for veteran students struggling academically at SRJC. The College plans to expand its current Veterans Affairs Office into a larger Veterans Resource Center, providing wrap-around support services to student Veterans. The larger facility, together with data-driven strategies and activities, will result in increased success of this student population.

DSPS students self-identify themselves to DSPS programs, resulting in students starting with services at any point of the academic year. Therefore we have chosen to also look at the DSPS population at Santa Rosa Junior College for the entire 2014/15 academic year. From a total of 37,972 unduplicated student enrollments for the 2014/2015 academic year, approximately 3033, or 7.99 percent, are DSPS students. This is a significant increase from the fall 2014 DSPS population of 1632, or 5.8 percent, and a more accurate snapshot of the actual size of this student population at our college.

The Sonoma County Office of Education lists the percentage of students with disabilities at 12 percent (holding steady from 2009 to 2013). It should be noted that the presence of students at Santa Rosa Junior College with disabilities is most likely higher than 7.99 percent as this figure represents only the students who have self-identified as having a disability. Certainly there are students with disabilities enrolled at the college who may not be accessing DSPS services, including students who depending on the nature of their disability, may not require such accommodations and services to participate successfully in college.

There are several other factors to consider when comparing and contrasting the incidence of disability in K-12 to the community college system:

- Each system defines disability differently.
- K-12 reports all students with disabilities, while post-secondary education only reports students who self-identify and who are actively using services.
- The scope of services provided by each system are very different. K-12 is required to provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), while post-secondary education is required to provide “reasonable accommodation” to “level the playing” field. Post-secondary education is unable to modify curriculum or course content to make it “appropriate” for students with disabilities that impact their ability to complete college level work successfully.
- K-12 has a ‘seek out and serve mandate as the education they provide is compulsory.
- Post-secondary education is not compulsory, and many students with or without disabilities choose not to attend college.
- Students that may be able to be appropriately served in K-12 may not be otherwise qualified to attend college. Such students could include those that are medically fragile, have intense behavior support needs or have severe cognitive impairments.

For these reasons, it is reasonable and should be expected that the incidence of disability in post-secondary education will be lower than in K-12.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

SRJC will increase access for the following target populations by decreasing the Equity Gap for these groups by 20 percent by the Goal Year 2020:

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|----------------------|-------------------|-----------------------------------|-----------|
| Males, all | 0.12, 2014 | 0.09 | 2020 |
| Native Americans | 0.17, 2014 | 0.13 | 2020 |
| Latinos | No gap | Maintain no gap; increase success | 2020 |

* Expressed as a number

In addition to the previously identified groups, we have included the Latino target population. Although the access data is strong for this group, Latinos are the fastest growing population in Sonoma County. According to the 14-15 Hispanic Demographic Trends Report, the Hispanic population is expected to grow three times faster than the overall total population. This major shift in the population will present unique opportunities for higher rates of Latinos to seek higher education, enter the workforce, and shape the community college programs. To be on the forefront of this shift, SRJC is proposing increased outreach to the English Language Learning population, improved services at the Southwest Center, and an Early Success program aimed at middle school aged children. Many of the recommended activities in the 2015-16 Student Equity Plan address multiple target populations and will improve access for all students. All of the activities below will be instrumental in closing the achievement gap and institutionalizing student equity.

ACTIVITIES: ACCESS

A.1: Improve outreach coordination between Academic Affairs and Student Services with an emphasis on the ELL community.

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|------------------|------------------------|
| A.1 | Males | 16,423 |
| | Native Americans | 252 |
| | Latinos | 11,591 |

Activity Implementation Plan

The Office of Student Equity will work with public relations and other key departments to improve coordination among various groups working on outreach. Research has shown that outreach programs have produced increased enrollments and therefore improved access (Choy, 2002). Improved coordination will also strengthen the effort to institutionalize Student Equity. This will also include ELL outreach for the entire district and support for the Middle School Early Success Program.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|---|
| A.1 | October 2015 – July 2015 | \$142,124 | General Funds for Public Relations department and support staff \$200,000 |

Link to Goal

As noted above, research has shown how outreach programs can result in improved access to higher education. Further, improved coordination and outreach will include an emphasis on target populations and will seek to institutionalize student equity and multiculturalism at SRJC.

Evaluation

- Data to be collected:
 - Number of publications produced and distributed
 - Number of coordination meetings
 - Number of outreach events
 - Participation rates
- Timeline for data collection:
 - End of year report to be produced by June 30th with a goal of showing increased outreach activity over time.

A.2: Build on the success of Day Under the Oaks and the SRJC Jesse Peter Museum programs to develop special programming and outreach for Native American students.

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|------------------|------------------------|
| A.2 | Native Americans | 252 |

Activity Implementation Plan

The SRJC Jesse Peter Heritage Museum maintains a large Native American exhibit and has strong ties to the Native American community in Sonoma County. As part of this activity, SRJC will work with the museum and existing outreach venues to develop programming and outreach events specific to this community. The Native American Celebration at Day Under the Oaks is currently the largest Native American gathering in Sonoma County. By leveraging the success of these two existing programs, SRJC will improve access and success for the Native American students. The Office of Student Equity will begin collaboration with these programs and other community partners to create programs that promote Native American student access, success, and retention. . In spring 2016, one or two faculty members who already work closely with the local Native American communities will receive reassigned time to develop an outreach program and special educational opportunities for Native American Students utilizing the Multicultural museum. In 2016-17, reassigned time will continue to implement the plan.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|--------------------------|----------------------|--------------------|
| A.2 | October 2015 – June 2016 | \$48,000 | \$8,000 DUO Budget |

Link to Goal

These programs will improve access and success of the Native American student population and provide support for meeting the goal of reducing impact by 20 percent by 2020.

Evaluation

- Data to be collected:
 - Native American Celebration planning group will determine what type of data will be needed to plan and evaluate programs.

- Timeline
 - OIR will determine impact on access yearly.
 - SSEC will review program recommendations as part of the annual Student Equity Plan update process.

A.3 Provide a one-stop Dream Center for AB540 and undocumented students with expanded hours in the spring of 2016.

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|---|------------------------|
| A.3 | Undocumented Latino/a and other ethnic groups | 818 |

Activity Implementation Plan

As noted above, Sonoma County is experiencing a major shift in demographics. Over the past 10 years, the Hispanic population has increased by over 300 percent. Currently, 39 percent of the Hispanic population is under 19 years of age. Additionally, approximately 42 percent of K-12 students in Sonoma County are Hispanic (Sonoma County Economic Development Board, 2014). These changes require that SRJC develop proactive programs that will address the needs of the changing Sonoma County demographics. The Dream Center is one of those innovative approaches. The SRJC Dream Center opened in May 2015 with an aim to establish a “one-stop” support and guidance center for prospective AB540 and undocumented students. Student services such as Admissions & Records, Financial Aid, EOPS and information pertaining to AB540, the California Dream Act, and the Deferred Action for Child Arrivals (DACA) are centralized at this location and provide an entry point for new students requiring this type of specialized assistance. Since it opened 1,034 students have received services at the SRJC Dream Center. This expanded allocation will provide additional staff support to the Dream Center, including student ambassadors, and allow for greater alignment with normal A&R business hours.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|-----------------------|----------------------|-----------------------|
| A.3 | July 2015 – June 2016 | \$47,408 | \$500 District Budget |

Link to Goal

The number of undocumented students enrolled at SRJC range from the high 700s to 900 students; unduplicated head count for spring and fall 2015 is 818 students. Of these students, nearly 60 percent are enrolled in 9 or more units (540 annualized), and about 51 percent (463) are enrolled full-time. Studies on the academic resiliency of undocumented immigrant students show that despite specific high risk factors related to elevated feelings of societal rejection, low parental education, and high employment hours during school, the key to a student’s persistence, achievement and academic success are found in high levels of both personal and environmental protective factors. Examples of such protective factors would be supportive parents, friends, and instructors support from college staff in general an academic culture that’s inclusive and respectful of cultural diversity and access to a network of knowledgeable college specialists on issues affecting undocumented students. From a student services-delivery perspective, the SRJC Dream Center allows a set of practices and policies which are holistic, user-friendly, consistent, timely and efficient. This proposal represents a first step for SRJC as a college towards improving services for undocumented students, while educating these students and their families, establishing resources and services which are proactive, expedient, consistent and comprehensive enough to remove unnecessary barriers towards improving access and support to an emerging population, nearly a thousand (1000) full-time SRJC students this fall.

Evaluation

- Data to be collected:
 - SARS will collect student contact hours and number of appointments. Positive trends (increases) for both of these data points will be used to determine program effectiveness.
 - Number of AB540 and undocumented students enrolling at SRJC
 - Overall participation rates across all ethnic groups and special populations including Foster Youth, Veterans, low-income and first generation students.

- Timeline for data collection:
 - Annually as part of the Student Equity Planning process.

A.4 Support the Veterans' Resource Center with additional administrative support and extend services to the Petaluma campus.

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

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

| ID | Target Group | # of Students Affected |
|-----|--------------|------------------------|
| A.4 | Veterans | 790 |

Activity Implementation Plan

These expanded hours will increase retention and completion for veterans attending SRJC district wide. Expanded staff hours will result in more community-based resources and coordination with programs that can provide counseling for veterans with PTSD and service related stresses that can affect their academic successes. Additionally, the transition from active duty military life to an educational setting is often difficult. The obstacles faced by Veterans, often prevent them from meeting their academic goals. The veteran's office provides early awareness and will provide preemptive measures to help these students succeed. While there is need at the Petaluma campus, the current staffing situation at the VA office is unable to meet the demands of SRJC's military heroes. Currently the AA1 is working a 75 percent load. With a 25 percent increase in hours, 4 hours per week could be provided at the Petaluma campus to provide onsite services. This would serve approximately 100 identified veterans attending the Petaluma campus. The AA1 will also be available to assist with scheduling community based resources, academic counseling appointments, and provide early intervention and outreach to current students (veterans).

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|--------------------------|----------------------|-----------------------|
| A.4 | October 2015 – June 2016 | \$10,000 | \$500 District Budget |

Link to Goal

This activity is directly working with a target population. These funds will allow SRJC to provide more direct support for veterans, resulting in improved access, retention, and completion.

Evaluation

- Data to be collected:
 - Number of appointments.
 - Number of community resources scheduled.
 - Number of veterans that utilized the community resources.
 - Midterm grades and comparing them to end of term grades.

- Timeline for data collection:
 - Annually as part of the Student Equity Planning process.

A.5 Research and develop programming for Adult Re-entry programs.

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|--|------------------------|
| A.5 | Multiple Target Populations; Age 24-49 | 14,096 |

Activity Implementation Plan

SRJC research indicated that students between ages 35 and 49 are disproportionately impacted in the areas of Access (PI of .76), Basic Skills Course Completion (PI of .68 for Math and .60 for English), as well as Degree Completion for those underprepared (PI of .74). The cohort size was over 5,300 based on 2013-14 enrollment data. This proposed activity begins with in-depth research to disaggregate this cohort by ethnic, gender, socio-economic and disability status. Data analysis will inform the type of services this cohort needs. Specific programming will include targeted outreach, counseling and education planning assistance, and instructional assistance.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|-----------------------|----------------------|---------------|
| A.5 | July 2015 – June 2016 | \$48,000 | \$0 |

Link to Goal

The proposed research and resulting programming for this target group will improve Access, Basic Skills Completion, and Degree Completion.

Evaluation

- Data to be collected:
 - A review of the data and research findings will be provided to the SSEC and campus leaders to determine what, if any, interventions should be developed to address this disproportionate impact.

- Timeline for data collection:
 - Annually as part of the Student Equity Planning process.

A.6 Transportation to Shone Farm

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----------|--|--|
| A.6 | Economically disadvantaged students; Students with disabilities; African Americans; Pacific Islander / Filipinos | 220 total students from a variety of populations |

Activity Implementation Plan

The goal is to provide transportation from Santa Rosa campus to Shone Farm for disadvantaged students, including but not limited to: Latinos, Asians, Black or African Americans, Native Americans, and Pacific Islanders. Many of our students are economically disadvantaged and either do not have access to reliable transportation (personal car) or do not have the resources to pay for the fuel. This has limited our enrollment to mostly students who can afford to have a personal vehicle and pay for it. This is not an issue for students attending classes at Santa Rosa or Petaluma campuses where reliable public transportation is available free of cost to SRJC students. There are no public transportation currently available for students who wish to take classes at Shone Farm other than taking a taxi or riding a bike which takes time and has been risky.

Providing shuttle service between the two campuses also reduces number of vehicles on the road and contributes to overall SRJC mission of promoting a Sustainable campus.

For spring 2016, we would like to include this service in the printed and on-line class schedule for classes that are held at Shone Farm and have students who need this service be able to choose it. We also plan to do marketing of this service to increase awareness in the community.

We are asking for funding for two STNC van drivers and mileage for vehicle.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|-------------|----------------------|---------------|
| A.6 | Spring 2016 | \$12,000 | \$0 |

Link to Goal

Shone Farm provides a robust and diverse curriculum. Many of the programs offered lead to CTE certificates, degrees, or support transfer majors. Providing a no-cost shuttle transportation from Santa Rosa campus to Shone Farm will open up opportunities for economically disadvantaged students to be able to take classes at Shone Farm. Currently students can get free public transportation to Santa Rosa campus. Shone Farm located in Forestville is approximately 12 miles from Santa Rosa campus and is not served by public transportation. Some students have ventures to bike to Shone Farm which is both time consuming and risky because of winding roads. This service will help increase enrollment in agricultural courses and enhance certificate completion and gainful employment of students.

Evaluation

- Data to be collected:
 - Student IDs of students utilizing this service will be collected on a daily basis and tabulated for the impact this service will have towards student recruitment, retention and completion.
 - Data will be collected both number and the target population served.
 - An end of semester survey of students to get feedback on the service will be collected to assess its impact and for improving the service in the future.
- Timeline for data collection:
 - Data will be analyzed as part of the annual Student Equity Plan update process.

Success Indicator: Course Completion

B. Course Completion (*Retention*¹)

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

CAMPUS-BASED RESEARCH: COURSE COMPLETION

Methodology

Proportionality Index for the course completion is the ratio of percentage of a particular demographic group in the successful course completions (“outcome”) to the percentage of this group in the entire student population (“cohort”).

The table below shows data for the Fall Semester of the Academic Year 2013-14.

Based on California Community Colleges Chancellor's Office referential data for the Academic Year 2013-14.

Successful course completion is defined as the percentage of students who receive a grade of A, B, C, CR or P. To arrive at this rate, duplicated successful completions (grades A, B, C, CR, P, IA, IB, IC, IPP) are divided by the total number of duplicated course enrollments (with any grade: A, B, C, D, F, CR, P, NC, NP, W, I, IPP, INP, FW, W and DR). Equity Rates are for credit courses only. This successful course completion definition is consistent with the Chancellor's Office definition

¹ Although title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines.

| COURSE COMPLETION | | | | | | |
|-----------------------------|-------------------------|----------------|-------------------------|-----------------|-----------------------|------|
| | Cohort Count | Cohort Percent | Successful Completions | Success Percent | Proportionality Index | Gap |
| | (number of enrollments) | | (number of enrollments) | | | |
| Gender | | | | | | |
| All | 61,828 | 1 | 44,615 | 1 | 1 | |
| All Female | 32,399 | 0.52402 | 24,110 | 0.5404 | 1.03 | |
| All Male | 27,438 | 0.44738 | 19,103 | 0.42817 | 0.97 | 0.03 |
| Ethnicity and Gender | | | | | | |
| Asian All | 2,789 | 0.04511 | 2,151 | 0.04821 | 1.07 | |
| Asian Female | 1,496 | 0.0242 | 1,200 | 0.0269 | 1.11 | |
| Asian Male | 1,207 | 0.01952 | 879 | 0.0197 | 1.01 | |
| African American All | 1,737 | 0.02809 | 1,111 | 0.0249 | 0.89 | 0.11 |
| African American Female | 763 | 0.01234 | 488 | 0.01094 | 0.89 | 0.11 |
| African American Male | 926 | 0.01498 | 589 | 0.0132 | 0.88 | 0.12 |
| Latino All | 18,083 | 0.29247 | 12,172 | 0.27282 | 0.93 | 0.07 |
| Latina Female | 9,740 | 0.15753 | 6,790 | 0.15219 | 0.97 | 0.03 |
| Latino Male | 7,890 | 0.12761 | 5,089 | 0.11406 | 0.89 | 0.11 |
| Native American All | 448 | 0.00725 | 305 | 0.00684 | 0.94 | 0.06 |
| Native American Female | 234 | 0.00378 | 174 | 0.0039 | 1.03 | |
| Native American Male | 194 | 0.00314 | 114 | 0.00256 | 0.81 | 0.19 |
| Pacific Islander All | 226 | 0.00366 | 125 | 0.0028 | 0.77 | 0.23 |
| Pacific Islander Female | 138 | 0.00223 | 84 | 0.00188 | 0.84 | 0.16 |
| Pacific Islander Male | 84 | 0.00136 | 38 | 0.00085 | 0.63 | 0.37 |
| White All | 33,166 | 0.53642 | 24,899 | 0.55809 | 1.04 | |
| White Female | 17,305 | 0.27989 | 13,347 | 0.29916 | 1.07 | |
| White Male | 14,795 | 0.23929 | 10,774 | 0.24149 | 1 | |
| Multi All | 3,038 | 0.04914 | 2,126 | 0.04765 | 0.97 | 0.03 |
| Multi Female | 1,562 | 0.02526 | 1,144 | 0.02564 | 1.01 | |
| Multi Male | 1,351 | 0.02185 | 899 | 0.02015 | 0.92 | 0.08 |
| Other All | 2,341 | 0.03786 | 1,726 | 0.03869 | 1.02 | |
| Other Female | 1,161 | 0.01878 | 883 | 0.01979 | 1.05 | |
| Other Male | 991 | 0.01603 | 721 | 0.01616 | 1.01 | |
| DSPS and Gender | | | | | | |
| DSPS | 4,742 | 0.0767 | 3,288 | 0.0737 | 0.98 | 0.02 |
| DSPS Female | 2,518 | 0.04073 | 1,810 | 0.04057 | 1 | |
| DSPS Male | 2,085 | 0.03372 | 1,388 | 0.03111 | 0.95 | 0.05 |

| Economic Disadvantage / Gender | | | | | | |
|--------------------------------|--------|---------|--------|---------|------|------|
| Economic Disadvantage All | 21,671 | 0.3505 | 16,902 | 0.37884 | 1.08 | |
| Economic Disadvantage Female | 12,965 | 0.40017 | 10,252 | 0.42522 | 1.06 | |
| Economic Disadvantage Male | 8,701 | 0.31711 | 6,648 | 0.34801 | 1.09 | |
| Foster | | | | | | |
| Foster All | 939 | 0.01618 | 629 | 0.01388 | 0.86 | 0.14 |
| Foster Female | 548 | 0.00944 | 372 | 0.00821 | 0.87 | 0.13 |
| Foster Male | 387 | 0.0067 | 254 | 0.0056 | 0.85 | 0.15 |
| First Generation | | | | | | |
| First Gen All | 13,366 | 0.23034 | 10,126 | 0.22342 | 0.97 | 0.03 |
| First Gen Female | 7,880 | 0.13578 | 6,092 | 0.13441 | 0.99 | 0.01 |
| First Gen Male | 5,453 | 0.09397 | 4,016 | 0.08861 | 0.94 | 0.06 |
| Veterans | | | | | | |
| Veterans All | 1,646 | 0.02836 | 1,289 | 0.02844 | 1 | |
| Veterans Female | 291 | 0.00501 | 217 | 0.00479 | 0.95 | 0.05 |
| Veterans Male | 1,348 | 0.02323 | 1,068 | 0.02356 | 1.01 | |

Pacific Islander Males have the largest equity gap at .37. Not far behind is Pacific Islander, All Students, with an equity gap of .23. SRJC recognizes that our Pacific Islander population is small with 226 students, but the data above shows us that we must take steps to end this considerable equity gap. In the activities section, we will highlight the Asian Pacific American Student Success Learning community launching in spring 2016, which will serve 30 students. In addition to the Learning Community are the related mentoring, campus events, and creation of an APA Advisory Committee, that hope to reach all Pacific Islander students on campus.

Native American Males have the third largest equity gap at .19. Each year, SRJC hosts a Native American Celebration at Day Under the Oaks. We will build upon this event to reach out to more Native American Students, and we will work directly with the Native American Celebration organizers to build more support for Native American students on campus. SRJC's Native American population is also small, and it's our hope that we will be able to reach all Native American Students on campus.

Foster Youth Males have the 4th highest equity gap at .15, with Foster Youth, all students, just one point ahead at .14. The Equity Committee is working with SRJC's Foster Youth Program to support and build upon the work they are already doing to serve this target group.

The college has determined to serve seven different populations for two reasons: 1) most strategies aimed at the course level serve all students in the course and therefore are likely to reach all populations experiencing disproportionate impact, and 2) at this college, Latino/a represent such a large population that to leave them out means not reaching large numbers of

students. Foster Youth represents 131 students, African American (All), represents 191 students, and Latino/a (All) represents 1,275 students. All of these target populations have disproportionate impact and are each expected to benefit from the activities described in this section.

| COURSE COMPLETION: TARGET POPULATIONS | | | | | |
|--|--------------------------|----------------------------|--------------------|---------------------|-----------------------------------|
| Equity Gap | Target Population | Proportionality Gap | Cohort Size | Success Size | *Number of Students "Lost" |
| Largest | Pacific Islander, Males | 0.37 | 84 | 38 | 22 |
| Second Largest | Pacific Islander, All | 0.23 | 226 | 125 | 38 |
| Third Largest | Native American, Males | 0.19 | 194 | 114 | 26 |
| Fourth Largest | Foster Youth, Males | 0.15 | 387 | 254 | 25 |
| Fifth Largest | Foster Youth, All | 0.14 | 939 | 638 | 131 |
| Sixth Largest | African American, All | 0.11 | 1737 | 1545 | 191 |
| Seventh Largest | Latino, All | 0.07 | 18,083 | 16,817 | 1,275 |

**Number of students lost is the number of students needed to close the gap.*

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

SRJC will improve course completion for target populations identified below by decreasing the Equity Gap for these groups by 20 percent by 2020:

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|------------------------|-------------------|-------|-----------|
| Pacific Islander Males | 0.37, 2014 | 0.29 | 2020 |
| Pacific Islanders | 0.23, 2014 | 0.18 | 2020 |
| Native American Males | 0.19, 2014 | 0.15 | 2020 |
| Foster Youth Males | 0.15, 2014 | 0.12 | 2020 |

* Expressed as a number

ACTIVITIES: B. COURSE COMPLETION

B.1 Peer Assisted Learning Specialist (PALS) Program

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 | X | Professional Development | | |

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

| ID | Target Group | # of Students Affected |
|-----|--|--|
| B.1 | Students taking Basic Skills courses Career Technical Courses, Transfer Level Gatekeeper courses, and Learning Community courses, including Pacific Islanders, African Americans, Native Americans, Latino/Latina, and Foster Youth. | 21,650 target population with up to 3,600 served each semester |

In spring 2014, SRJC launched the Peer Assisted Learning Specialist (PALS) Program, targeting Basic Skills Math and English, and Career and Technical Education (CTE) courses; it seeks to increase learning and facilitate the successful completion of courses. We started with a total of

47 sections. In summer 2015, Equity supported 14 PALS sections across English, Math and CTE, and in fall 2015, we have 58 sections. In spring 2016, we have plans for 75 sections and will expand PALS to include learning communities and “gatekeeper” courses (courses that are necessary for obtaining a degree or certificate). The number of PALS sections may be adjusted based on the final Student Equity funding.

The PALS Program seeks to end disproportionate impact by providing instructional assistance and embedded tutoring. PALS facilitate the success of students by cultivating these interrelated concepts:

- Human capital: knowledge and abilities gained within classes
- Social capital: connections and community
- Cultural capital: rules and codes for successful participation in classes and within higher education
- Agency: acting upon the awareness that one can overcome any obstacles to achieve goals

Peer Assisted Learning Specialists have successfully completed the courses they work in, and share their knowledge and experience of the above 4 concepts to help students learn and find greater success, all to end equity gaps at SRJC. In addition, we are developing our PALS through a comprehensive training program. PALS receive 10 hours of paid training on Reading Apprenticeship, Habits of Mind, Growth Mindset and discipline-specific tutoring practices. Also, all instructors are invited to attend training sessions for flex credit. The Student Success and Equity Committee, with the help of the Office of Institutional Research (OIR) are actively assessing the effectiveness of the PALS program to determine its success and to continuously improve the program. Three surveys were developed in spring 2014 to gather input from Peer Assisted Learning Specialists, and both instructors and students participating in the program. Here are highlights of the surveys:

The Students’ Experience:

- Nearly 100 percent of students are in favor of the program continuing, with a large number requesting more PALS with increased availability.
- 70 percent agree/strongly agree that working with the PAL Specialist helped them to learn and succeed in their course.
- 83 percent state that the PAL Specialist demonstrated an interest in helping them to succeed.
- 78 percent agreed that the time the PAL Specialist spent in class was helpful.

The Instructor’s Experience:

- 83 percent of instructors either agree or strongly agree that the PALS Program has increased student success; the remaining 17 percent stated a neutral opinion.
- 92 percent agree/strongly agree that the PALS increased student participation in group or individual tutoring, with 8 percent giving a neutral opinion.

- 92 percent found working with a PAL Specialist a positive experience, with 4 percent (1) neutral and 4 percent disagreeing that the PALS experience was a positive one.
- 92 percent believe that the PALS Program has developed the PAL Specialists’ skills and abilities, while 8 percent are neutral on the matter.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|-----------------------|
| B.1 | July 2015 – June 2016 | \$206,550 | \$500 District budget |

Link to Goal

The PALS program provides instructor assistance and embedded tutoring to Basic Skills English and Math, Transfer-level Composition, and Career and Technical Education Courses. PALS are working directly with instructors to increase success and completion of students.

Evaluation

Data to be collected:

- SRJC’s Office of Institutional Research is actively engaged in data collection and evaluation of the PALS program, both formative and summative. Following OIR’s transition to a new data warehouse, we will have disaggregated data for PALS success and completion versus non-PALS sections. In addition, instructor, student and PALS surveys will be refined before administering at the end of fall 2015.
- End of each Semester: Instructor, PALS, and Student Surveys
 - All constituent groups involved in the PALS program are asked to complete surveys. This qualitative data is formative in nature
- End of each Semester: data evaluation by Office of Institutional Effectiveness
 - Collecting Success and Completion rates of students in PALS sections and comparing to non-PALS sections
 - After Migration to new Data Warehouse, OIR will disaggregate data for success and completion versus non-PALS sections
- Ongoing Informal, qualitative formative assessment
 - Ongoing evaluation of program implementation at the course level by instructors and PALS: What’s working? What isn’t working? What can be done to make the program better?

B.2 Identity-based Learning Communities: APASS, Umoja, Puente, and Connections

Activity Type(s):

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

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

| ID | Target Group | # of Students Affected |
|-----|---------------------------|--|
| B.2 | Pacific Islander Students | 30 within cohort; will outreach and engage all 1,816 |
| | African Americans | 30 within cohort; will outreach and engage all 900 |
| | Latinos | 60 within cohorts; will reach out to all 11,591 |

Activity Implementation Plan

Learning Community instructors will receive re-assigned time to plan and then implement identity-based learning communities. This will include Umoja, APASS, and Puente. Connections is a learning community for Hispanic or low-income students that is currently funded through our Hispanic Serving Institution grant.

Umoja: In spring 2015, reassigned time was provided to faculty in Counseling, English and History to develop a learning community for African American students modeled after the Puente Program. Extensive outreach and mentor training occurred during spring 2015 and the program is launching this fall. Currently, there are 20 African American students enrolled in two of the three Umoja courses: Counseling 10: First-Year experience; English 100: College Reading and Writing; and History 30, African American History. Additionally, many more African American students are participating in the Black Student Union, which is directly linked to Umoja. Similar to the APASS Learning Community, the Umoja Learning Community is working with the African American community in the county to provide a network of support for these students. SRJC plans to participate in the Historically Black College and University tour as part of our Umoja program.

APASS: In spring 2016, SRJC will pilot a one semester APASS LC. Students will enroll in 3 courses: Sociology 30: Race and Ethnicity, English 1A: Transfer-level Composition, and Counseling 62: Career Exploration. In addition, this program will reach out to the APA community both on campus and off to create an advisory council. The program will include mentoring, fieldtrips and cultural enrichment activities to invite APA students into SRJC's community. APASS LC instructors will build integrated assignments and will help in the creation/linking of various APA student clubs. Additionally, SRJC's entire APA community, particularly all Pacific Islander students will be invited to attend on-campus events. Then, in all fall 2016, a one-year APASS learning community will launch. In fall, students will enroll in English 100: Introduction to College Reading and Writing and Counseling 10: First-year experience. This semester will prepare students to take the spring LC courses.

Puente: This learning community is well established on our campus. It has been very successful at supporting the transfer goals of Latino students. We currently have cohorts on the Santa Rosa and Petaluma campus. In spring of 2015, Puente will receive additional programming funding to increase transfer related activities and direct student support.

Learning communities will be supported by a part-time administrative assistant and the Peer Assisted Learning Specialists.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|--------------------------------|----------------------|---|
| B.2 | July 2015 –June 2016; Ongoing. | \$146,918 | \$42,719 SSSP \$5,000 Puente \$5,000 District |

Link to Goal

These Learning Communities seek to increase the successful completion for African American, Latino, and Asian Pacific American students, which are all target populations. Pacific Islander students, especially males, have the largest and second largest gaps in course completion. The APASS LC will directly target Pacific Islander students to increase their course success and completion. Learning communities increase course completion but also improve long term success rates by seeking to instill in students a strong academic self-concept that students will take into future courses. Learning communities have been proven to be highly impactful programs. These programs facilitate cultural and academic engagement activities that improve a student’s performance throughout their academic career.

Evaluation

- Data to be collected:
 - Success and completion rates of all students in APASS Learning Community.
 - Learning Community Student Survey data to be administered at end of semester to identify program effectiveness, student experiences, and areas of improvement.
- Timeline for data collection:
 - Annual report provided to the Student Equity committee as part of the Student Equity plan update process.

B.3: Survey of Native American 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 | # of Students Affected |
|-----|--------------------------|------------------------|
| B.3 | Native American Students | 252 |

Activity Implementation Plan

During the spring 2016 semester, the Equity Committee will work with the Office of Institutional Research to develop and administer a survey of currently enrolled Native American students at SRJC. The survey will be designed to identify barriers and potential interventions that can be used to address the needs of Native American students. In addition, a follow up meeting with local Tribal Leaders and community groups will be held to discuss survey results and to gather additional input and ideas for reducing the achievement gap for Native American students at SRJC.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|-------------|--|---------------|
| B.3 | Spring 2016 | To be completed using the other funds allocated for coordination and research on Native American students. | \$0 |

Link to Goal

Native American Males have the third largest equity gap at 0.19. This survey will attempt illuminate the barriers to accessing support services and achieving academic success from a variety of perspectives. The goal is to determine what this population believes is most needed to as reduce achievement gaps. This information will be used to develop programs for Native American students.

Evaluation

- Data to be collected:
 - Survey results will be tabulated by OIR and reviewed by the Student Equity Committee.
 - Number of survey recipients and respondents will be included in the data analysis.
- Timeline for data collection:
 - Spring 2016

B.4 Support for the Foster Care and Kinship Education 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 | | Professional Development | | |

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

| ID | Target Group | # of Students Affected |
|-----|--------------|--|
| B.4 | Foster Youth | 409 total population; 150 in Bear Cub Scholars Program |

Activity Implementation Plan

SRJC has a large number of foster youth and a robust foster youth program, including a Bear Club Scholars program, a Foster Youth office, and Foster Parent education programs. However, many of these programs are grant funded and focus on direct student or foster parent support. Furthermore, these grant funds can only be used for foster youth that have been verified in the county system. The Student Equity funding allocation will be used to provide much needed staff to assist in the verification and support of foster youth. This will provide additional outreach and coordination of the program as well as provide an opportunity to leverage existing grant funds to benefit foster youth student success at SRJC.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------|----------------------|--|
| B.4 | October 2015- June 2016 | \$67,000 | Network Grant \$50,000 In-N-Out Grant \$2,000 CAFES Grant: \$250,000 |

Link to Goal

This activity is included in the Course Completion Indicator section because this is the only consistent and readily available data source for Foster Youth and other special populations. However, the Foster Youth Success program (Bear Cub Scholars) will address multiple success indicators for Foster Youth. Access will be improved by collaborating with a number of campus departments such as Admissions and Records, EOPS, Counseling, CalWORKS, Disabilities, Work Experience and more. Access is also important for outreach as youth interested in education

need to have a level of confidence that they can indeed be supported and retained. Therefore, community outreach will be provided with the many agencies where the existing staff already have established collaborative partnerships. Intentional collaboration galvanizes professional outreach to local high schools, Wednesday Night markets and other tabling events, as well as embeds services with partnership activities and their institutional practices. Course completion will be accomplished with academic support, tutoring and mentoring. All available resources will be linked with the foster youth program such as the tutorial center and summer bridge services. The same services that have been deemed successful for other at risk populations will be designed with intention. ESL and basic skills completion will be monitored with the appropriate departments and academic support will be provided via the educational plans with the academic counselor requested in this proposal. Degree and certificate completion is the goal for every student; however, foster youth need consistent and ongoing support beyond the usual.

Evaluation

- Data to be collected:
 - Office of Institutional Research will gather quantitative data each semester on the success and completion rates of Foster Youth.
 - The foster youth office will send out program surveys each semester to determine program effectiveness and satisfaction.

- Timeline for data collection and analysis:
 - Annually as part of Student Equity update process.

B.5 Library Textbook Loan Program

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 | # of Students Affected |
|-----|-----------------------------|------------------------|
| B.5 | Native American | 252 |
| | African American | 900 |
| | Latino | 11,591 |
| | Pacific Islander / Filipino | 135 |
| | Asian | 1,681 |

Activity Implementation Plan

The Library Textbook Loan Program seeks to increase successful course completion by making textbooks accessible to target groups disproportionately impacted by the high cost of textbooks. The two SRJC libraries are taking different approaches at each campus: The Mahoney library seeks to make available at least one copy of each textbook required for every course taught at the campus. At the Doyle library in Santa Rosa the approach is to purchase enough copies of high demand textbooks to meet current demand, and to allow for some textbooks to be taken out on loan periods significantly longer than the standard 2-hour “library use only” loan.

Building on the success of the 2014-15 program, the Libraries will provide significant outreach to target populations identified in the goal, most specifically to Pacific Islander males, Pacific Islanders, Native American males, and Foster males. All four of these groups were underrepresented in transactions from the 2014-2015 assessment. Outreach will be extended to other funded programs including the Asian Pacific American Student Success learning community, the Promoting and Supporting Student Athlete Success Learning Community, the Umoja Learning Community, and the Foster Care and Kinship Education program. Additional outreach will specifically instruct students regarding the Textbook loan program as part of course-integrated instruction to College Skills and English as a Second Language classes. For all of these populations, the Library is a large and complex system that may be unfamiliar to these populations who may not know how to navigate them. The intent of this program is to provide an adequate supply of textbooks coupled with outreach and instruction in how to use the Library system in order to help these populations access the resources required for completion of coursework.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----------|--------------------------|-----------------------------|----------------------|
| B.5 | October 2015 – June 2016 | \$40,000 | \$0 |

Link to Goal

The rising costs of tuition is putting additional financial pressure on students. This is especially true for many of the target populations at SRJC. Many students are not purchasing textbooks in order to stay in school and meet the rising costs of living in Sonoma County. This trends brings further inequity into the classroom, which further impacts students’ success (Buczynski, 2008). The intent of the Reserve Textbook program is to facilitate student persistence and completion in classes where textbook costs are high and impact SRJC’s target populations, specifically Foster Youth, Asian Pacific Islanders, and Native Americans. Analysis of transactions from the prior year of funding for this program show extremely low usage of Reserve textbooks, but this has increased since the Student Equity program has expanded the program. Last year with limited targeted outreach, the following target populations participated in the Library Textbook Loan program:

| 2014-15 Data Analysis | |
|-----------------------------|------------------------|
| Target Group | # of Students Affected |
| Native American | 2 |
| African American | 72 |
| Latino | 474 |
| Pacific Islander / Filipino | 36 |
| Asian | 46 |

Evaluation

- Data to be collected and timeline:
 - The library will extract transaction data for a 6-week period at the beginning of the semester using anonymized data to determine the percentages of students from the target populations. These data will be compared to overall rates to compare the percentage of the target groups using reserve textbooks to the overall percentage of those groups as part of the general student population.
 - The library department will extract transaction data for the 6-week period, this time working with IT to link student academic performance data. We will be able to review student’s local units attempted, units completed, grade points, and GPA and a subset of those that are degree applicable. Using anonymized data, we will compare the academic performance at all points possible, with the general population for each of the target groups, to compare performance of those making use of the Reserve Textbook program to the general subset population group.

- Timeline for data collection:
 - Evaluation will be reviewed annually as part of the Student Equity update process.

B.6 Smarthinking Online Tutorial Services

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|---------------------|------------------------|
| B.6 | All targeted groups | 2,000 |

Activity Implementation Plan

Smarthinking is an online tutoring system developed by Pearson publishing. Smarthinking's online service is used by more than 25 percent of all the two-year colleges in the United States. Smarthinking is available to both traditional and non-traditional students with work and family obligations who may not have access to on-campus academic support services. Smarthinking serves all of our students, including DSPP, ESL and other targeted populations. Through Smarthinking, Developmental education students are highly supported with paragraph and essay reviews, and basic math tutoring. Our data so far shows that basic math tutoring is the second most sought-after subject. In addition, Smarthinking's Online Writing Lab provides individualized feedback and critique on essays, reports, resumes and cover letters to all students, including ELL students and basic skills students. This is a new intervention. It was implemented in Spring 15 but is now gathering momentum in fall 2015.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|--------------------------|----------------------|---------------|
| B.6 | October 2015 – June 2016 | \$17,000 | \$0 |

Link to Goal

Individualized, one-on-one tutoring whether face-to-face or online has been found to be one of the most effective ways of increasing student retention, thereby increasing the chances for a better course completion rate.

Evaluation

- Data to be collected:
 - Methods of evaluation will be the following: (1) End-of-semester surveys, administered to all tutees who used Smarthinking, and (2) Data provided by Pearson. It is hoped that support from Santa Rosa's OIR may provide valuable data mining resources to make the best use of this data, including correlating Smarthinking use to course completion rates for individual tutees.
- Timeline for data collection:
 - Data will be collected in spring 2016 to determine the amount of students who access Smarthinking and their success and completion rates.

B.7 Targeted Tutoring for the Athletic Department

Activity Type(s) Tutoring for student-athletes focusing on Math and English as well as all subjects.

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

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

| ID | Target Group | # of Students Affected |
|-----|--|------------------------|
| B.7 | African American Student Athletes | 100 |
| | Hispanic Student Athletes | 100 |
| | Under-prepared student-athletes (Basic Skills) | 480 |

Activity Implementation Plan

The Athletic Department will employ three tutors weekly to hold open tutoring sessions in the athletic department in the early evenings after practices and competitions. The tutors would focus on Math and English support as well as general tutoring. The tutoring sessions would be offered in the Tauzer athletic classroom. This student support is tied to low-income, under-prepared, and several of the SRJC targeted populations. By having the tutoring sessions in the athletic facility more and more student-athletes will have access and more importantly feel comfortable to attend these sessions. Student-Athletes in general have very compacted lives and access becomes the key to their success.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|---------------|
| B.7 | January 2016- July 2016 | \$6,000.00 | \$0.00 |

Link to Goal

The Direct Student Support will help improve course completion, basic skills completion, degree completion and transfer by providing academic support to underprepared student-athletes from the target populations. The student-athletes have multiple time commitments and providing an alternate space and time for tutoring will improve access to this valuable support system. This DSS will also provide a safe environment where the student-athletes can work to overcome some of the social, economic, and historical barriers to academic success.

Evaluation

- Survey monkey tool will be sent to each participant to evaluate the service in the middle of the semester and at the end of the semester. This would ensure that all student-athletes had the opportunity to offer feedback.
- Student IDs will be collected and analysis of the student course completion data will be performed at the end of the semester.
- We would also collect the number of student-athletes that used the tutoring. Numbers would be collected at the middle of the semester and the end of the semester.
- We would evaluate the impact of the support by the numbers of student-athletes using the support as well as the dates they attend the tutoring and the subject matter.

B.8 Alignment of SRJC and High School Math and English Curriculum to Common Core Standards

Activity Type(s)

| | | | | | |
|--|---|---|---|--|----------------------------------|
| | Outreach | | 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 | # of Students Affected |
|-----------|--|-------------------------------|
| B.8 | Males, African American, Latino, Native American | 987 |

Activity Implementation Plan

In order to align high school and SRJC English and Math curricula, teams of instructors representing both levels of education will meet to create seamless curricular progressions involving common core skills and content pertaining to the two disciplines. In addition, pedagogical approaches and teaching techniques most suited to the common core will be identified to reduce the culture shock that is common when students move from high school to the college environment that demands greater independence and individual responsibility. Alignment teams will meet monthly beginning in spring 2016 through the end of the 2016-2016 academic year to identify appropriate aspects of the common core for both levels, revise respective curricula and course outlines as needed and train instructors regarding effective implementation strategies at their respective institutions. More specifically, expectations inherent in SRJC's placement assessment multiple measures and the

student learning outcomes of college-level composition classes will be discussed in detail. One Sonoma County high school district will be selected to serve as the pilot district based on interest and ability to participate. Given a positive outcome, other districts will follow.

Curriculum alignment is one of the effective practices cited in Basic Skills as a Foundation for Student Success in California Community Colleges compiled by the Center for Student Success and the Research and Planning Group of the California Community Colleges. In their seminal publication that initiated the Basic Skills Initiative, one of the effective instructional practices is to “align entry/exit skills among levels and link course content to college-level performance requirements (p.38). Though intended to encompass the many levels of college English and Math pathways, the same principle certainly applies to the high school and college levels of K-14 education as well. Years later, Norton Grubb and Robert Gabriner made a similar observation in Basic Skills Education in Community Colleges when they assert that “Colleges could work more with high schools to alert both teachers and students to the nature of “college readiness” (p. 43). Further, they see the advent of the common core as a timely opportunity to embed dimensions of readiness more thoroughly into high school instruction.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|---------------|
| B.8 | Spring 2016 | \$6,000 | |

Link to Goal

Meaningful alignment between high school and SRJC’s English and Math curricula will improve student success, both in terms of course and ESL and Basic Skills completion. Incoming students who have had aligned preparation, particularly in their senior year will be far better positioned to succeed in their preliminary college classes.

Evaluation

- Data to be collected:
 - The number and proportion of students placing into developmental and transfer-level English and Math courses, pilot high school district compared to control districts.
 - Grade distributions of students placed into the various levels of the Math and English pathways, pilot high school district compared to control districts.

- Timeline for data collection:
 - The data cited above will be collected during the year after the alignment is completed – 2017-2018.
 - Analysis will occur during the summer of 2018.

Success Indicator: ESL and Basic Skills Completion

C. ESL and Basic Skills Completion

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

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

Methodology

Proportionality Index for basic skills completions is the ratio of percentage of a particular demographic group in the successful basic skills completions within the six years' time ("outcome") to the percentage of this group among the students who took a remedial course (math or English) during the 2008-09 academic year ("cohort").

Based on the California Community Colleges Chancellor's Office ARCC files for the cohort starting in 2008-09 and ending 2014-15 (report year 2015)

Success rate is the percentage of credit students tracked for six years who started first time below transfer level in English or mathematics and completed college-level course in the same discipline.

The following demographic groups could not be disaggregated due to the fact that the relevant data was not being collected at the start of the cohort (2008-09 academic year):

- Multiple ethnicities
- Foster youth
- First generation students
- Veterans

| BASIC SKILLS: MATH | | | | | | |
|---------------------------------------|--------------|----------------|---------------|-----------------|-----------------|------|
| | Cohort Count | Cohort Percent | Success Count | Success Percent | Proportionality | Gap |
| Gender | | | | | | |
| All | 1,369 | 1 | 601 | 1 | 1 | |
| All Females | 774 | 0.56538 | 352 | 0.58569 | 1.04 | |
| All Males | 576 | 0.42075 | 244 | 0.40599 | 0.96 | 0.04 |
| Ethnicity and Gender | | | | | | |
| Asian All | 48 | 0.03506 | 24 | 0.03993 | 1.14 | |
| Asian Female | 27 | 0.01972 | 12 | 0.01997 | 1.01 | |
| Asian Male | 21 | 0.01534 | 12 | 0.01997 | 1.30 | |
| African American All | 46 | 0.0336 | 11 | 0.0183 | 0.54 | 0.46 |
| African American Female | 20 | 0.01461 | 6 | 0.00989 | 0.68 | 0.32 |
| African American Male | 25 | 0.01826 | 5 | 0.00832 | 0.46 | 0.54 |
| Latino All | 324 | 0.23667 | 121 | 0.20133 | 0.85 | 0.15 |
| Latina Female | 191 | 0.13952 | 69 | 0.11481 | 0.82 | 0.18 |
| Latino Male | 133 | 0.09715 | 52 | 0.08652 | 0.89 | 0.11 |
| Native American All | 29 | 0.02118 | 12 | 0.01997 | 0.94 | 0.06 |
| Native American Female | 18 | 0.01315 | 7 | 0.01165 | 0.89 | 0.11 |
| Native American Male | 11 | 0.00804 | 5 | 0.00832 | 1.04 | |
| Pacific Islander All | 19 | 0.01388 | 8 | 0.01331 | 0.96 | 0.04 |
| Pacific Islander Female | 12 | 0.0561 | 6 | 0.0659 | 1.14 | |
| Pacific Islander Male | < 10 | N/A | < 3 | N/A | 0.65 | 0.35 |
| White All | 749 | 0.54711 | 360 | 0.599 | 1.09 | |
| White Female | 431 | 0.31483 | 212 | 0.35275 | 1.12 | |
| White Male | 317 | 0.23156 | 148 | 0.24626 | 1.06 | |
| Other All | 127 | 0.09277 | 53 | 0.08819 | 0.95 | 0.05 |
| Other Female | 57 | 0.04164 | 30 | 0.04992 | 1.2 | |
| Other Male | 53 | 0.03871 | 18 | 0.02995 | 0.77 | 0.23 |
| DSPS and Gender | | | | | | |
| DSPS All | 174 | 0.1271 | 67 | 0.11148 | 0.88 | 0.12 |
| DSPS Female | 106 | 0.07743 | 39 | 0.06489 | 0.84 | 0.16 |
| DSPS Male | 64 | 0.04675 | 28 | 0.04659 | 1 | |
| Economic Disadvantage / Gender | | | | | | |
| Economic Disadvantage All | 611 | 0.44631 | 227 | 0.3777 | 0.85 | 0.15 |
| Economic Disadvantage Female | 387 | 0.28269 | 151 | 0.25125 | 0.89 | 0.11 |
| Economic Disadvantage Male | 218 | 0.15924 | 76 | 0.12646 | 0.79 | 0.21 |

African American Male students have the largest equity gap in Basic Skills Math at .54, with African American, All Students only slightly ahead with an equity gap of .46. With the highest and second highest equity gaps in Math, SRJC clearly needs to take action to help African American students find greater success.

Multi/Unknown Ethnicity Males and Economically Disadvantaged Males have the third and fourth largest equity gaps, respectively. The data is indicating that a large percentage of SRJC's men of color are experiencing equity gaps in Basic Skills Math. More research needs to be done to help us understand how we can best support this target population in higher education altogether, and specifically in Math.

| BASIC SKILLS: MATH TARGET POPULATIONS | | | | | |
|---------------------------------------|-----------------------------------|---------------------|-------------|--------------|----------------------------|
| Equity Gap | Target Population | Proportionality Gap | Cohort Size | Success Size | *Number of Students "Lost" |
| Largest | African American, Males | 0.54 | 25 | 5 | 6 |
| Second Largest | African American, All | 0.46 | 46 | 11 | 10 |
| Third Largest | Multi Ethnicity, Males | 0.23 | 53 | 18 | 6 |
| Fourth Largest | Economically Disadvantaged, Males | 0.21 | 218 | 76 | 23 |

*Number of students lost is the number of students needed to close the gap.

SRJC's Math department has been actively involved with the Peer Assisted Learning Specialist program, which has shown increased success and completion rates. In addition, the Math department organized a Professional Development Day session to learn more about Carnegie's Statway Program. The Student Equity Plan includes support for the Math Department to explore alternative pathways to increase student learning and success.

| BASIC SKILLS: ENGLISH | | | | | | |
|-----------------------------|----------------|----------------|---------------|-----------------|-----------------|------|
| | English Cohort | Cohort Percent | Success Count | Success Percent | Proportionality | Gap |
| Gender | | | | | | |
| All | 1974 | 1 | 828 | 1 | 1 | |
| All Females | 955 | 0.48379 | 443 | 0.53502 | 1.11 | |
| All Males | 987 | 0.5 | 372 | 0.44928 | 0.90 | 0.1 |
| Ethnicity and Gender | | | | | | |
| Asian All | 86 | 0.04357 | 46 | 0.05556 | 1.28 | |
| Asian Female | 42 | 0.02128 | 22 | 0.02657 | 1.25 | |
| Asian Male | 43 | 0.02178 | 23 | 0.02778 | 1.28 | |
| African American All | 77 | 0.03901 | 26 | 0.0314 | 0.81 | 0.19 |

| | | | | | | |
|-------------------------|------|---------|-----|---------|------|------|
| African American Female | 29 | 0.01469 | 14 | 0.01691 | 1.15 | |
| African American Male | 48 | 0.02423 | 12 | 0.01449 | 0.60 | 0.4 |
| Latino All | 524 | 0.25646 | 209 | 0.25242 | 0.95 | 0.05 |
| Latina Female | 276 | 0.13982 | 116 | 0.1401 | 1 | |
| Latino Male | 247 | 0.12513 | 92 | 0.11111 | 0.89 | 0.11 |
| Native American All | 32 | 0.01621 | 6 | 0.00725 | 0.45 | 0.55 |
| Native American Female | 22 | 0.01114 | 5 | 0.00604 | 0.54 | 0.46 |
| Native American Male | < 10 | N/A | < 3 | N/A | 0.24 | 0.76 |
| Pacific Islander All | 33 | 0.01672 | 13 | 0.0157 | 0.94 | 0.06 |
| Pacific Islander Female | 16 | 0.00811 | 8 | 0.00966 | 1.19 | |
| Pacific Islander Male | 17 | 0.00861 | 5 | 0.00604 | 0.70 | 0.3 |
| White All | 1027 | 0.52026 | 449 | 0.54227 | 1.04 | |
| White Female | 486 | 0.2462 | 241 | 0.29106 | 1.18 | |
| White Male | 535 | 0.27102 | 206 | 0.24879 | 0.92 | 0.08 |
| Other All | 165 | 0.08359 | 62 | 0.07488 | 0.90 | 0.1 |
| Other Female | 65 | 0.03293 | 26 | 0.0314 | 0.95 | 0.05 |
| Other Male | 76 | 0.0385 | 27 | 0.03261 | 0.85 | 0.15 |
| DSPS and Gender | | | | | | |
| DSPS All | 270 | 0.13678 | 98 | 0.11836 | 0.87 | 0.13 |
| DSPS Female | 128 | 0.06484 | 58 | 0.07005 | 1.08 | |
| DSPS Male | 139 | 0.07042 | 38 | 0.04589 | 0.65 | 0.35 |

| Economic Disadvantage / Gender | | | | | | |
|---------------------------------------|-----|---------|-----|---------|------|------|
| Economic Disadvantage All | 819 | 0.41489 | 317 | 0.38285 | 0.92 | 0.08 |
| Economic Disadvantage Female | 454 | 0.22999 | 193 | 0.23309 | 1.01 | |
| Economic Disadvantage Male | 356 | 0.18034 | 121 | 0.14614 | 0.81 | 0.19 |

Native American Students have the highest Equity gap at .55. While the cohort size is small, just 32 students, SRJC is making a commitment to better serve our indigenous students, as we are in close proximity to multiple Native American tribes. As previously mentioned, SRJC has a Native American Celebration yearly at Day Under the Oaks; we will build upon this success to invite more Native American students to attend SRJC and we will work with event organizers to put in place support mechanisms for our Native American population.

The Second and Fourth Largest groups are African American Males and African American, All Students. As previously mentioned, African American Students have the largest and second largest Equity Gaps in Basic Skills Math, so this indicates that much work is needed to end the

equity gaps for African American Students in all Basic Skills Courses. SRJC launched the Umoja Learning Community in fall 2015. It is our hope that this learning community helps us end the equity gap.

DSPS Males and Economically Disadvantaged Males have the third and fourth largest equity gaps in Basic Skills English, respectively. As previously mentioned, males in SRJC’s target populations are experiencing equity gaps, so more research and professional learning is necessary to better serve this population. In addition, Economically Disadvantaged Males have large equity gaps in both Basic Skills Math and English; therefore, the activities below will help us target this group to end the Equity Gaps.

| BASIC SKILLS: ENGLISH TARGET POPULATIONS | | | | | |
|---|-----------------------------------|----------------------------|--------------------|---------------------|-----------------------------------|
| Equity Gap | Target Population | Proportionality Gap | Cohort Size | Success Size | *Number of Students “Lost” |
| Largest | Native Americans, All | 0.55 | 32 | 6 | 8 |
| Second Largest | African American, Males | 0.4 | 48 | 12 | 9 |
| Third Largest | DSPS, Males | 0.35 | 139 | 38 | 23 |
| Fourth Largest | African American, All | 0.19 | 77 | 26 | 7 |
| Fourth Largest | Economically Disadvantaged, Males | 0.19 | 356 | 121 | 37 |

**Number of students lost is the number of students needed to close the gap.*

SRJC’s English Department participated in the 2014-2015 cohort of the California Acceleration Project. Over the past year, the department has piloted an English course that following its successful completion allows students to skip one developmental level and place into transfer-level Composition. The success and completion rates for this pilot, as well as statewide data on acceleration are promising and speak to the importance of course and pathway redesign. In addition, the Basic Skills Committee supported 4 faculty in English, ESL and College Skills Math to attend the 2015 Conference on Acceleration in Developmental Education. These faculty members are sharing their findings with their respective departments.

BASIC SKILLS: ENGLISH AS A SECOND LANGUAGE

Methodology

Proportionality Index for English as a Second Language completions is the ratio of percentage of a particular demographic group in successfully completing a credit course within six years’ time frame (“outcome”) to the percentage of this group in the number of students who took an ESL course during 2008-09 academic year (“cohort”).

| BASIC SKILLS: ENGLISH AS SECOND LANGUAGE | | | | | | |
|--|-------------|----------------|---------------|-----------------|-----------------------|------|
| | Cohort Size | Cohort Percent | Success Count | Success Percent | Proportionality Index | GAP |
| Gender | | | | | | |
| All | 339 | 1 | 49 | 1 | 1 | |
| All Females | 208 | 0.61357 | 32 | 0.65306 | 1.06 | |
| All Males | 119 | 0.35103 | 16 | 0.32653 | 0.93 | 0.07 |
| Ethnicity and Gender | | | | | | |
| Asian All | 47 | 0.13864 | 10 | 0.20408 | 1.47 | |
| Asian Female | 34 | 0.10029 | 8 | 0.16327 | 1.63 | |
| Asian Male | 12 | 0.03540 | < 3 | 0.04082 | 1.15 | |
| African American All | < 10 | | < 3 | | N/A | |
| African American Female | < 10 | N/A | < 3 | N/A | N/A | |
| African American Male | < 10 | N/A | < 3 | N/A | N/A | |
| Latino All | 230 | 0.67847 | 30 | 0.61224 | 0.90 | 0.10 |
| Latina Female | 139 | 0.41003 | 18 | 0.36735 | 0.90 | 0.10 |
| Latino Male | 91 | 0.26844 | 12 | 0.2449 | 0.91 | 0.09 |
| Native American All | 0 | N/A | 0 | N/A | N/A | |
| Native American Female | 0 | N/A | 0 | N/A | N/A | |
| Native American Male | 0 | N/A | 0 | N/A | N/A | |
| Pacific Islander All | < 10 | N/A | < 3 | N/A | N/A | |
| Pacific Islander Female | < 10 | N/A | < 3 | N/A | N/A | |
| Pacific Islander Male | 0 | N/A | 0 | N/A | N/A | |
| White All | 20 | 0.059 | 3 | 0.06122 | 1.04 | |
| White Female | 14 | 0.0413 | 3 | 0.06122 | 1.48 | |
| White Male | < 10 | N/A | < 3 | N/A | N/A | |
| Other All | 29 | 0.08555 | 4 | 0.08163 | 0.95 | 0.05 |
| Other Female | 13 | 0.03850 | < 3 | 0.04082 | 1.06 | |
| Other Male | < 10 | N/A | < 3 | N/A | N/A | |
| DSPS and Gender | | | | | | |
| DSPS | 17 | 0.05015 | 2 | 0.04082 | 0.81 | 0.19 |
| DSPS Female | < 10 | N/A | < 3 | N/A | N/A | |
| DSPS Male | < 10 | N/A | < 3 | N/A | N/A | |
| Economic Disadvantage / Gender | | | | | | |
| Economic Disadvantage All | 157 | 0.46313 | 30 | 0.61224 | 1.32 | |
| Economic Disadvantage Female | 99 | 0.29204 | 20 | 0.40816 | 1.4 | |
| Economic Disadvantage Male | 50 | 0.14749 | 9 | 0.18367 | 1.25 | |

DSPS, All Students, has the highest Equity Gap in ESL at .19. SRJC recognizes that while the cohort size of 17 is very small, only 2 DSPS students successfully completed. Therefore, the Equity committee will work with the Disability Resources Department to help our DSPS students succeed. However it should be noted that the Disability Resources Department has already begun to address this Equity Gap by dedicating a Contract Faculty member to developing and conducting outreach activities for Latino students, the largest population of students enrolled in ESL courses. This position is funded solely by DSPS. Latino, All Students, has the second largest equity gap in ESL at .10. Of the 230 students in the cohort, only 30 passed the transfer level. We know that there are many factors that limit students from succeeding in ESL courses. We will continue our efforts to collect data to help us better understand the factors limiting completion in ESL and we will continue researching best practices.

In conjunction with a Hispanic-Serving Institution grant, the ESL department is actively working on an accelerated pathway that reflects best practices and that reduces the number of units and length of semesters necessary to complete the ESL pathway.

| BASIC SKILLS: ENGLISH AS SECOND LANGUAGE TARGET POPULATIONS | | | | | |
|--|--------------------------|----------------------------|--------------------|---------------------|---------------------------------------|
| Equity Gap | Target Population | Proportionality Gap | Cohort Size | Success Size | *Number of students in the gap |
| Largest | DSPS, All | 0.19 | 17 | 2 | 15 |
| Second Largest | Latino, All | 0.10 | 230 | 30 | 200 |

**Number of students lost is the number of students needed to close the gap.*

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

GOAL C.

SRJC will increase Basic Skills and ESL pathway completion for the following target populations by decreasing the Equity Gap for these groups by 20 percent by 2020:

ENGLISH

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|-----------------------------------|-------------------|-------|-----------|
| Native American | 0.55, 2014 | 0.44 | 2020 |
| African American, Males | 0.40, 2014 | 0.32 | 2020 |
| DSPS, Males | 0.35, 2014 | 0.28 | 2020 |
| African Americans | 0.19, 2014 | 0.15 | 2020 |
| Economically Disadvantaged, Males | 0.19, 2014 | 0.15 | 2020 |

* Expressed as a number

MATH

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|-----------------------------------|-------------------|-------|-----------|
| African American, Males | 0.54, 2014 | 0.43 | 2020 |
| African Americans | 0.46, 2014 | 0.36 | 2020 |
| Multi-ethnic, Males | 0.23, 2014 | 0.18 | 2020 |
| Economically Disadvantaged, Males | 0.21, 2014 | 0.16 | 2020 |

* Expressed as a number

ESL

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|----------------------|-------------------|-------|-----------|
| DSPS Students | 0.19, 2014 | 0.15 | 2020 |
| Latino/a Students | 0.10, 2014 | 0.08 | 2020 |

* Expressed as a number

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1 Vocational Skills Coach, College to Career Program for Students with Disabilities

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|---------------|------------------------|
| C.1 | DSPS Students | 60 |

Activity Implementation Plan

The College to Career Program (C2C) supports students with intellectual disabilities and/or autism. Nearly all students in C2C are enrolled in Basic Skills courses (or below college level). The Vocational Coach is deemed a critical position in the C2C Program, and is directly linked to student success and completion. This person will be responsible for supporting students academically through tutoring services, planning, organizing, coordinating, accessing on-campus and off-campus resources; and with vocational services such as resume and portfolio building, preparing for interviews, contacting and following up with employers, job coaching, transitioning to employment, on-the-job training, and employer communication. The person in this position also provides in-classroom support for students who need assistance with group work, following multi-step directions, or other higher order tasks outside of traditional academic accommodations.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|-------------|----------------------|---------------|
| C.1 | Spring 2016 | \$5,685 | DRD funds |

Link to Goal

This position directly serves students in the College to Career Program, a group of students using DSPS services. All students qualify for C2C with a diagnosis of an intellectual disability and/or autism. Providing enhanced support for students both inside and outside of the classroom, and supporting communication with instructors, can lead to higher rates of course completion, as well as program/certificate completion.

Evaluation

- Data to be collected:
 - OIR will provide information on completion rates. C2C will survey students as to the impact of this position on their decision to stay in a course, the effect of the support on their self-confidence, what the students enjoyed about having the enhanced support, how often they used the support, etc. Data collection can be completed throughout the semester (survey) and at the completion of the semester (analyzing completion rates and persistence).

- Timeline for data collection:
 - Data will be collected at the end of spring 2016.

C.2 Expanded hours for the Petaluma Campus Tutorial and Writing Center

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|---------------------|--|
| C.2 | All targeted groups | Unknown due to limitations of Timekeeper |

Activity Implementation Plan

The Petaluma College Skills Tutorial Center will receive increased funding to hire more staff and student tutors, which will increase tutorial and Math lab support.

The Petaluma Writing Center offers individualized instruction and tutorial support for all SRJC students working on any college-related or class writing assignment. Writing Center faculty from the English department and instructional assistants work individually with students, providing writing instruction, feedback, and tutorial support for students at any stage of the writing process. Examples of typical student writing assignments include reflection essays for Work Experience, personal essays for scholarships or college transfer applications, research papers for

academic classes, and argumentative essays for courses in critical thinking. Students who have used the Tutorial and Writing Center consistently report feeling they have learned skills or information in consultations that they can apply to future writing assignments, and feeling an increased sense of self-efficacy in their ability to plan, write, and revise their assignments. In recent student surveys of the writing center, students themselves articulated the need for increased accessibility, particularly for the morning and evening hours, which have been inadequately represented in our past schedules. Lack of access is the top reason students identified for not making use of the Writing Center.

Although Student Equity funds cannot be used to pay instructors, which is the structural model of Writing Center the English Department uses, we have already seen growth in student usage this semester from our expanded schedule. This suggests that the expanded schedule truly does serve the goal of achieving Student Equity for students on the Petaluma campus. This proposal seeks funding for Instructional Facilitator (IF) hours that will allow the English Department to keep the Writing Center’s expanded schedule. Standards in the field of writing center theory and practice identify the need for ongoing training for staff, so this proposal also incorporates training into the proposed budget.

Approval of this proposal will allow us to provide tutorial services in Petaluma that are commensurate with those offered on the Santa Rosa campus.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|--------------------------|----------------------|--|
| C.2 | October 2015 – June 2016 | \$22,695 | \$1,200 Basic Skills \$4,000 District |

Link to Goal

Petaluma’s Tutorial Center directly supports basic skills Math and English Students. Through this funding additional efforts will be made to provide more targeted services to the SRJC target populations. With the addition of the data warehouse currently being developed at SRJC, Timekeeper will be used to provide additional information on student demographics and evaluate the link between this activity and the goal.

While the Writing Center is open to all enrolled students, students within target populations comprise a large percentage of the students served in the Writing Center, especially basic skills students, students enrolled in ESL courses, English language learners at all levels, and DSPS students. These students most often feel the greatest need for writing support and can be highly motivated to seek help, particularly when encouraged by their instructors. Being open for longer hours during peak usage time increases student access to services, especially during morning or evening hours when many target populations take classes and seek tutoring assistance. Both ESL courses and basic skills classes require writing competence for course completion, so these Centers can provide direct support for students in those courses.

Evaluation

- Data to be collected:
 - End-of-semester surveys, administered to all participants of the Petaluma Tutorial and Writing center.
 - Writing Center session summary forms to track number and length of consultations with students to be collected periodically throughout the semester.
 - Santa Rosa’s OIR, using the currently being developed data warehouse in conjunction with Timekeeper data will provide information on the link between Tutorial Services and achievement gaps at SRJC.

- Timeline for data collection:
 - Evaluation of the activity will take place during the summer 2016.

C.3 Linked-course Learning Communities

Activity Type(s):

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

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

| ID | Target Group | # of Students Affected |
|-----|-------------------------------|------------------------|
| C.3 | Basic Skills and ESL Students | 150 |

Activity Implementation Plan

In addition to identity-based learning communities, SRJC offers linked-course learning communities for both Basic Skills and ESL classes. These Linked-Course Learning communities include (from Fall 2015):

- ESL 320 and Counseling 60
- English 305.1 and Counseling 355
- English 100 and Counseling 10

English 100, Counseling 10 and Psychology 1A
 ESL 100 and History 26
 English 1A and Library 10

Linked Learning Community faculty receive 5 percent reassigned time for curriculum planning and coordination, and they are invited to attend faculty meetings to learn about and share effective practices. In addition, students are invited to participate in community engagement and enrichment activities each semester.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|----------------------|----------------------|---------------|
| C.3 | Spring 2016; Ongoing | \$18,000 | \$0 |

Link to Goal

Linked-Course Learning Communities target Basic Skills and ESL students and seek to increase engagement, retention, and success. SRJC’s target equity populations are heavily represented in Basic Skills and these learning communities are meant to provide added support for instructors and students.

Evaluation

- Data to be collected:
 - Office of Institutional Research will gather quantitative data each semester on the success and completion rates of linked-course learning community students.
 - Working with the Office of Institutional Research, the Student Success and Equity committee will assist in the design and implementation of a survey for Learning Communities. This data will be primarily qualitative based on student experiences.
- Timeline for data collection:
 - Annually as part of Student Equity Plan update process.

C.4 Embedded Counseling Visits to Basic Skills classes

Activity Type(s):

| | | | | | |
|--|----------|--|--------------------------------------|--|----------------------------------|
| | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
|--|----------|--|--------------------------------------|--|----------------------------------|

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

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

| ID | Target Group | # of Students Affected |
|-----|---|--------------------------------------|
| C.4 | African Americans Males Economically Disadvantaged students | 1675 (67 sections, 25 students each) |

Activity Implementation Plan

The current Embedded Counseling program is an expansion of a previous pilot that was highly effective and beneficial for both students and faculty. Basic Skills students often do not have the time, awareness, or motivation to see a counselor or take advantage of other student support services. Research has shown that the personal connections made by a counselor during a scheduled class often lead to an overall increase in student engagement and the utilization of student support services. A counselor will visit all sections of the two lowest levels of the ESL, English and College Skills Math Pathways twice during the spring semester for a minimum of forty minutes each. Presentations will provide an introduction to student success strategies most suited to the discipline and level of the class being visits. Topics may include Reading Apprenticeship, Habits of Mind, Growth Mindset and On Course strategies. The topics will ideally be linked to a prepared presentation supplied to instructors before the visits so they can prepare students for the counseling visit and introduce the planned content. The counselors will also distribute schedules and urge students to make an appointment to discuss their academic progress and goals and to develop their formal Ed. Plan.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|-------------|----------------------|---------------------|
| C.4 | Spring 2016 | \$0 | \$10,950 SSSP Funds |

Link to Goal

Increase the number of students who complete the ESL and Basic Skills pathways.

Evaluation

- Data that will be collected:
 - Student and counselor surveys - May 2016

- Course completion rates
- Number of follow-up individual appointments and completed Ed. Plans
- Timeline for data collection:
 - Surveys will be distributed in May 2016 prior to the end of the semester
 - Counseling contacts and Ed. Plan data will be compiled in June 2016

C.5 Strengthen pathways from noncredit to credit by improving services at the Southwest Center.

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|--------------|---------------------------------------|
| C.5 | Males | 16,423 |
| | Latinos | 4,000 served through Southwest Center |

Activity Implementation Plan

Research shows that students who only take basic skills courses experience less wage increases than those that take at least one year of credit courses (Hollenbeck & Huang, 2003). In contrast students who take credit courses and go on to earn an occupational degree earn on average \$1,100 more per quarter and are 8 percent more likely to be employed (Prince & Jenkins, 2005). Santa Rosa Junior college offers a wide variety of noncredit classes such as free ESL classes, college skills classes, community education, Spanish literacy, and other classes that can act as the first step towards earning a degree. The Southwest center primarily serves older adults from a variety of target populations (insert data here).

As part of this activity SRJC will offer increased support through increased student services including assessment, enrollment, orientation, and counseling. Student Equity funds will provide additional staff, and programming such as an ESL conference and services offered at partner locations. The noncredit student population at SRJC, primarily English language learners, are at a disadvantage by not being fully matriculated. The SRJC Southwest Santa Rosa Center is one location where most noncredit students are served, however, SRJC offers noncredit classes at 11

off-campus location throughout its district. Noncredit students who do not receive direct student support services tend to not complete their courses at SRJC. In 2014-15 about 5,300 noncredit Latino students enrolled in noncredit ESL and College Skills (GED Prep) courses. About 98 percent were partially or not matriculated, they did not receive full direct student support services other than registration. Part of this activity is to increase awareness of student services: enrollment, assessment, orientation, counseling and other student support services. Student Equity funds will allow SRJC to provide more staff to help with student activities to help them navigate SRJC's educational system.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|--------------------------------|----------------------|---|
| C.5 | July 2015 – June 2016; Ongoing | \$92,594 | SSSP funds: \$383,000 District funds: \$67,000 |

Link to Goal

This activity will improve college access for students currently taking non-credit courses at the Southwest Center. Because the emphasis is on creating pathways and providing critical student support, it may also increase overall student success and retention in course completion, degree / cert completions, and transfer.

Evaluation

- Data to be collected:
 - The impact of this activity will be determined by looking at stat report trends provided by SRJC's Student Information System (SIS). The data collection will determine completion of matriculation steps, retention, course and certificate completion.
 - Quantitative data will be gathered through reports generated by the college's Office of Institutional Research (OIR) and/or Informational Technology (IT) Department.
 - Qualitative data will be collected by developing a questionnaires in collaboration with OIR to determine if the program has had an impact on students' academic success and meeting their educational needs.

- Timeline for data collection and analysis:
 - Statistical reports will be generated at the end of each semester to look at the number of students completing the different matriculation steps. Students will be surveyed with a questionnaire at the end of the fall and spring semesters to obtain qualitative data to determine if the activities targeted to these groups are fulfilling academic success.

C.6 Provide departmental orientations for new adjunct faculty in College Skills, English, and ESL.

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|--|------------------------|
| C.6 | Males, African American, Latino, Native American | 987 |

Activity Implementation Plan

All adjunct instructors will be afforded two paid professional development sessions to increase their knowledge of Basic Skills pedagogy appropriate for multi-cultural, diverse community colleges. New adjunct instructors particularly will be aggressively urged to attend as part of their hiring process. The first session will be designed for instructors for all disciplines and deal with issues, topics and techniques relevant across the curriculum, even transfer discipline that typically enroll student also taking basic skills classes. The second session will be divided by discipline for instructors in the College Skills, English, and ESL departments to assure that adjuncts are aware of departmental guidelines for content, engaging pedagogy, assessment practices, syllabus requirements and common interpretations of college policies related to the individual instructors and their classes.

Orienting and training adjunct instructor in institutional and organizational practices is consistent with a recommendation presented in W. Norton Grubb's recent summarization of ethnographic research in Basic Skills Education in Community Colleges: Inside and Outside the Classroom (Routledge, 2013) It is well understood, that many basic skills students falter, fail or withdraw because their educational experience is not consistent with typical college culture. "In order to socialize students to college-level norms," Grubb cites the importance of departments developing "coherent approaches to instruction, like the discussion based approach to math in one department." (P. 37). In a college like SRJC with 200 adjunct instructors teaching in these three departments, their diverse experience and philosophies will lead to great instructional variation, an identified obstacle to smooth, seamless student success and academic progress that as an institution we can definitely minimize.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|---------------|
| C.6 | Spring 2016 | \$6,725 | |

Link to Goal

Basic Skills pathways that possess neither vertical nor horizontal alignment among sections and levels add to the array of obstacles that students already confront as they strive to complete transfer-level capstone courses. This professional development project will improve ESL and Basic Skills Completion rates as the student success skills learned in one class will not conflict with changing expectations and practices as they move from course to course.

Evaluation

- Data to be collected:
 - State data for SRJC's ESL and Basic Skills Completion Success Indicator will be the primary measure for this activity.
 - Possible survey of departmental faculty to determine which strategies were most effective.

- Timeline for data collection and analysis:
 - SRJC's Basic Skills and ESL pathways contain anywhere from 4-6 sequential courses, so assessment of the impact of the proposed adjunct training will be possible beginning in fall 2018.

Success Indicator: Degree and Certificate Completion

D. Degree and Certificate Completion

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor².

Methodology

Proportionality Index for degree completions is the ratio of percentage of a particular demographic group in obtaining an AA or AS degree within six years of entering the cohort to the percentage of this group in the number of – first time students in academic year 2008-09 who completed six or more units and attempt a math or English class within three years (“cohort”).

Based on California Community Colleges Chancellor's Office Referential File (ARCC and SPAR for the report year 2015

The measures are cohort based. The primary cohort is first time students who complete six or more units and attempt a math or English class within three years. The outcomes are checked six years out from the entry into the cohort. This visualization focuses on the one measure - Completions - of the Scorecard which include: Earned AA/AS degree or Chancellor's Office Approved Certificate; Transfer to a four-year institution; or Achieved "Transfer Prepared" (successfully completed 60 transferable units with a GPA \geq 2.0).

The following demographic groups could not be disaggregated due to the fact that the relevant data was not being collected at the start of the cohort (2008-09 academic year):

- Multiple ethnicities
- Foster youth
- First generation students
- Veterans

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

| DEGREE COMPLETION | | | | | | |
|---------------------------------------|-------------|----------------|---------------|-----------------|-----------------|------|
| | Cohort Size | Cohort Percent | Success Count | Success Percent | Proportionality | Gap |
| Gender | | | | | | |
| All | 2,818 | 1 | 551 | 1 | 1 | |
| All Females | 1,361 | 0.48297 | 319 | 0.57895 | 1.2 | |
| All Males | 1,377 | 0.48864 | 217 | 0.39201 | 0.8 | 0.20 |
| Ethnicity and Gender | | | | | | |
| Asian All | 126 | 0.04471 | 29 | 0.05263 | 1.18 | |
| Asian Female | 60 | 0.02129 | 16 | 0.02904 | 1.36 | |
| Asian Male | 66 | 0.02342 | 13 | 0.02359 | 1.01 | |
| African American All | 70 | 0.02484 | 7 | 0.0127 | 0.51 | 0.49 |
| African American Female | 29 | 0.01029 | 3 | 0.00544 | 0.53 | 0.47 |
| African American Male | 41 | 0.01455 | 4 | 0.00726 | 0.5 | 0.50 |
| Latino All | 512 | 0.18169 | 90 | 0.16334 | 0.9 | 0.10 |
| Latina Female | 242 | 0.08588 | 49 | 0.08893 | 1.04 | |
| Latino Male | 267 | 0.09475 | 39 | 0.07078 | 0.75 | 0.25 |
| Native American All | 27 | 0.00958 | 7 | 0.0127 | 1.33 | |
| Native American Female | 16 | 0.00568 | 4 | 0.00726 | 1.28 | |
| Native American Male | 11 | 0.00390 | 3 | 0.00544 | 1.39 | |
| Pacific Islander All | 36 | 0.01278 | 12 | 0.02178 | 1.7 | |
| Pacific Islander Female | 22 | 0.00781 | 8 | 0.01452 | 1.86 | |
| Pacific Islander Male | 14 | 0.00497 | 4 | 0.00726 | 1.46 | |
| White All | 1,652 | 0.58623 | 333 | 0.60436 | 1.03 | |
| White Female | 811 | 0.28779 | 197 | 0.35753 | 1.24 | |
| White Male | 832 | 0.29524 | 134 | 0.24319 | 0.82 | 0.18 |
| Other All | 357 | 0.12669 | 60 | 0.10889 | 0.86 | 0.14 |
| Other Female | 163 | 0.05784 | 35 | 0.06352 | 1.1 | |
| Other Male | 126 | 0.04471 | 13 | 0.02359 | 0.53 | 0.47 |
| DSPS and Gender | | | | | | |
| DSPS | 223 | 0.07913 | 37 | 0.06715 | 0.85 | 0.15 |
| DSPS Female | 90 | 0.03194 | 20 | 0.0363 | 1.14 | |
| DSPS Male | 129 | 0.04578 | 16 | 0.02904 | 0.63 | 0.37 |
| Economic Disadvantage / Gender | | | | | | |
| Economic Disadvantage All | 1,447 | 0.51348 | 307 | 0.55717 | 1.09 | |
| Economic Disadvantage Female | 759 | 0.26934 | 192 | 0.34846 | 1.29 | |

| | | | | | | |
|----------------------------|-----|---------|-----|---------|------|------|
| Economic Disadvantage Male | 646 | 0.22924 | 108 | 0.19601 | 0.86 | 0.14 |
|----------------------------|-----|---------|-----|---------|------|------|

The following groups are those experiencing the largest disproportionate impact. Students indicating “other” in the race or ethnicity also experiencing significant disproportionate impact (0.53) but this was omitted from the table since this data point contains multiple responses and therefore it is unclear as to which interventions might be most effective. There were several additional groups that are experiencing disproportionate impact that will be considered when designing and implementing student success interventions.

| DEGREE COMPLETION TARGET POPULATIONS | | | | | |
|--------------------------------------|------------------------|---------------------|-------------|--------------|----------------------------|
| Equity Gap | Target Population | Proportionality Gap | Cohort Size | Success Size | *Number of Students “Lost” |
| Largest | African Americans, All | 0.49 | 70 | 7 | 7 |
| Second Largest | Multi Ethnic, Males | 0.47 | 126 | 13 | 12 |
| Third Largest | DSPS, Males | 0.37 | 129 | 16 | 10 |
| Fourth Largest | Latino, Males | 0.25 | 267 | 39 | 15 |

*Number of students lost is the number of students needed to close the gap.

CERTIFICATE COMPLETION

| CERTIFICATE COMPLETION | | | | | | |
|-----------------------------|-------------|----------------|---------------|-----------------|-----------------|------|
| | Cohort Size | Cohort Percent | Success Count | Success Percent | Proportionality | Gap |
| Gender | | | | | | |
| All | 2,818 | 1 | 130 | 1 | 1 | |
| All Females | 1,361 | 0.48297 | 72 | 0.55385 | 1.15 | |
| All Males | 1,377 | 0.48864 | 56 | 0.43077 | 0.88 | 0.12 |
| Ethnicity and Gender | | | | | | |
| Asian All | 126 | 0.04471 | 8 | 0.06154 | 1.38 | |
| Asian Female | 60 | 0.02129 | 3 | 0.02308 | 1.08 | |
| Asian Male | 66 | 0.02342 | 5 | 0.03846 | 1.64 | |
| African American All | 70 | 0.02484 | 2 | 0.01538 | 0.62 | 0.38 |
| African American Female | 29 | 0.01029 | 2 | 0.01538 | 1.49 | |
| African American Male | 41 | 0.01455 | 0 | 0 | 0 | 1.00 |

| | | | | | | |
|---------------------------------------|-------|---------|----|---------|------|------|
| Latino All | 512 | 0.18169 | 22 | 0.16293 | 0.93 | 0.07 |
| Latina Female | 242 | 0.08588 | 13 | 0.1 | 1.16 | |
| Latino Male | 267 | 0.09475 | 9 | 0.06923 | 0.73 | 0.27 |
| Native American All | 27 | 0.00958 | 1 | 0.00769 | 0.8 | 0.20 |
| Native American Female | 16 | 0.00568 | 1 | 0.00769 | 1.35 | |
| Native American Male | 11 | 0.0039 | 0 | 0 | 0 | 1.00 |
| Pacific Islander All | 36 | 0.01278 | 0 | 0 | 0 | 1.00 |
| Pacific Islander Female | 22 | 0.00781 | 0 | 0 | 0 | 1.00 |
| Pacific Islander Male | 14 | 0.00497 | 0 | 0 | 0 | 1.00 |
| White All | 1,652 | 0.58623 | 79 | 0.60769 | 1.04 | |
| White Female | 811 | 0.28799 | 44 | 0.33846 | 1.18 | |
| White Male | 832 | 0.29524 | 35 | 0.26923 | 0.91 | 0.09 |
| Other All | 357 | 0.12669 | 15 | 0.11538 | 0.91 | 0.09 |
| Other Female | 163 | 0.05784 | 8 | 0.06154 | 1.06 | |
| Other Male | 126 | 0.04471 | 5 | 0.03846 | 0.86 | 0.14 |
| DSPS and Gender | | | | | | |
| DSPS | 223 | 0.07913 | 13 | 0.1 | 1.26 | |
| DSPS Female | 90 | 0.03194 | 9 | 0.06923 | 2.17 | |
| DSPS Male | 129 | 0.04578 | 4 | 0.03077 | 0.67 | 0.33 |
| Economic Disadvantage / Gender | | | | | | |
| Economic Disadvantage All | 1,447 | 0.51348 | 82 | 0.63077 | 1.23 | |
| Economic Disadvantage Female | 759 | 0.26934 | 49 | 0.37692 | 1.4 | |
| Economic Disadvantage Male | 646 | 0.22924 | 32 | 0.24615 | 1.07 | |

In certificate completion, the achievement gap is largest for African American and Native American males, and Pacific Islanders. However, for each of these groups the cohort is relatively small (less than 45 students). Therefore, in addition to the groups listed below, SRJC will also explore interventions for African American females, and Latino and DSPS male students, the latter two of which are experiencing disproportionate impact and also have larger cohort sizes.

| CERTIFICATE COMPLETION | | | | | |
|------------------------|-------------------------|---------------------|-------------|--------------|----------------------------|
| Equity Gap | Target Population | Proportionality Gap | Cohort Size | Success Size | *Number of Students "Lost" |
| Largest | Pacific Islander, All | 1 | 36 | 0 | 2 |
| Second Largest | African American, Males | 1 | 41 | 0 | 2 |
| Third Largest | African American, All | 0.38 | 70 | 2 | 1 |
| Fourth Largest | Latino, Males | 0.27 | 267 | 9 | 4 |

**Number of students lost is the number of students needed to close the gap.*

The Certificate completion success indicator has significant disproportionate impact at SRJC, with all Pacific Islanders and African American males experiencing an equity gap of 1. SRJC is working with the CTE department to create more awareness of these achievement gaps and will have additional activities around certificate completion in the 2016-17 Student Equity Plan.

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

GOAL D.

SRJC will increase degree and certificate completion for the following target populations by decreasing the Equity Gap for these groups by 20 percent by 2020:

DEGREES

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|------------------------|-------------------|-------|-----------|
| African American Males | 0.49, 2014 | 0.39 | 2020 |
| Multi-ethnic Males | 0.47, 2014 | 0.37 | 2020 |
| DSP&S Males | 0.37, 2014 | 0.29 | 2020 |
| Latino Males | 0.25, 2014 | 0.20 | 2020 |

**Expressed as a number*

CERTIFICATES

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|------------------------|-------------------|-------|-----------|
| Pacific Islanders | 1.00, 2014 | 0.80 | 2020 |
| African American Males | 1.00, 2014 | 0.80 | 2020 |
| African Americans | 0.38, 2014 | 0.30 | 2020 |
| Latino Males | 0.27, 2014 | 0.21 | 2020 |

**Expressed as a number*

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1 Research, pilot, and launch Guided Pathways approach to completion of the associate degree (either CTE or transfer) over the next four years.

Activity Type(s)

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

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

| ID | Target Group(s) | # of Students Affected |
|-----|------------------------|------------------------|
| D.1 | African American Males | 70 |
| | Multi-ethnic Males | 126 |
| | DSP&S Males | 129 |
| | Latino Males | 267 |
| | All Males | 1,377 |

Activity Implementation Plan

The Guided Pathways approach is increasingly being implemented in innovative community colleges around the nation. This strategy is to be scaled up. For example, the City University of New York now has 6,000 low socio-economic, very diverse students in a guided pathways program called ASAP. The Guided Pathways approach has been studied extensively by the Community College Research Center at Columbia University, New York. The benefits and challenges have been well documented in their recently released book, *Redesigning America's Community Colleges: A Clearer Path to Success* (Bailey, T., Jaggars, S., & Jenkins, D. 2015).

In 2015-16, the college will research and form teams to develop at least two guided pathways, one at the Santa Rosa Campus and one at the Petaluma Campus. The pathways could be any one of the following: Social/Behavioral Sciences, Natural Sciences, Arts and Humanities, Health Sciences, Business, and Agriculture/Culinary/Natural Resources Management. Based on experiences in 2015-16, the College will continue to develop up to six guided pathways, three in the liberal arts and sciences and three in career/technical areas. All guided pathways will include a contextualized Basic Skills component (most likely developmental English and Math courses with entry level GE courses), with the goal of increasing student success by making basic skills acquisition meaningful to their college goals. Guided pathways will be created by teams that will consist of discipline faculty, counselors, an administrator, and students. Reassigned time will most likely be allocated to the counselor and discipline faculty expert. Guided pathways generally require additional student services, particularly counselors. As the project moves forward, the college will explore how to fund this component and perhaps utilize SSSP funds to provide the counseling component. The college is using Student Equity funds to invite an expert consultant to campus in fall 2015 (cost \$5,000) to work with the first two teams.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|--|---|---------------|
| D.1 | 2015-16 Develop first two pathways Expert Speaker | \$5,000 Expert Consultant \$10,000 Reassigned time for Development Team \$3,000 Paired Course Development | \$0 |

| | | | |
|-----|---|---|------------------------------------|
| D.1 | 2016-17 Launch first two pathways Develop 2 more pathways | \$10,000 Reassigned time for Development Teams \$5,000 Research (OIR) \$3,000 Paired Course Development | \$18,000 SSSP funds for counselors |
| D.1 | 2017-18 Launch 2 more pathways Develop 2 more pathways | \$10,000 Reassigned time for Development Teams \$5,000 Research (OIR) \$3,000 Paired Course Development | \$36,000 SSSP funds for counselors |
| D.1 | 2018-19 Launch last two pathways (so that six pathways are available) | \$5,000 Research (OIR) | \$54,000 SSSP funds for counselors |

Link to Goal

The Guided Pathways approach increases completion rates by providing students with a structured 3-year pattern to graduation. Typically, the pattern is prescriptive. The pathway consists of a “meta major,” a broad area of the curriculum, with the intent of helping students focus in on a specific major at a later point. For example, a student may initially choose the Social/Behavioral Pathway, and later choose the Anthropology Associate Degree for Transfer. In any case, all approaches provide three years of support toward completion of the associate degree. This support is largely in the form of increased and “intrusive” counseling. In 2015-16, the college will research and form teams to develop at least two guided pathways, one at the Santa Rosa Campus and one at the Petaluma Campus. The pathways could be any one of the following: Social/Behavioral Sciences, Natural Sciences, Arts and Humanities, Health Sciences, Business, and Agriculture/Culinary/Natural Resources Management. Based on experiences in 2015-16, the College will continue to develop up to six guided pathways, three in the liberal arts and sciences and three in career/technical areas. All guided pathways will include a contextualized Basic Skills component (most likely developmental English and Math courses with entry level GE courses), with the goal of increasing student success by making basic skills acquisition meaningful to their college goals. Guided pathways will be created by teams that will consist of discipline faculty, counselors, an administrator, and students. Reassigned time will most likely be allocated to the counselor and discipline faculty expert. Guided pathways generally require additional student services, particularly counselors. As the project moves forward, the college will explore how to fund this component and perhaps utilize SSSP funds to provide the counseling component. The college is using Student Equity funds to invite an expert consultant to campus in fall 2015 (cost \$5,000) to work with the first two teams. Research (identified above) shows significant positive results for targeted populations.

Evaluation

- Data to be collected:
 - Each year data will be collected on the students in each of the pathways.
 - In years 1 & 2 of a given pathway, course completion and persistence to goal will be measured for the cohort.
 - In year 3 of the pathway, completion will be assessed. Using transcript analysis, student variation from original goal will be analyzed.
 - Some students may complete in a longer time frame, and they will be tracked as a cohort for six years.
 - With assistance from the Office of Institutional Research, data will be compared to a similar group of students who did not participate in the pathways.

- Timeline for data collection:
 - Data will be collected and analyzed annually.

D.2 Alternative Mathematics Pathway

Activity Type(s):

| | | | | | |
|--|---|---|---|--|----------------------------------|
| | Outreach | | 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 | X | Professional Development | | |

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

| ID | Target Group | # of Students Affected |
|-----|----------------------------------|------------------------|
| D.2 | African American Males | 25 |
| | African American all | 46 |
| | Multi/Unknown | 53 |
| | Economically Disadvantaged Males | 281 |
| | Latino Female | 191 |
| | Latino All | 324 |

Activity Implementation Plan

Research

“Acceleration Across California: Shorter Pathways in Developmental English and Math” (Katie Hern, Change, May/June 2012). Hearn states that “remedial course sequences have become the place where college dreams go to die.” Nationally, of students who place three or more levels below College math, only 10 percent ever complete a college-level math course. This bleak reality means that community college need to rethink and restructure their math pathways, in response to the increasing number of students who need remediation. High attrition rates in developmental sequences are attributable in part to the length of the sequences. Students drop off at every exit point (between courses). According to “Curricular Redesign and Gatekeeper Completion: A Multi-college Evaluation of the California Acceleration Project” (Research and Planning Group, April 2014.), the RP group analyzes data from across the California Community College system involving 16 colleges, and 2,489 accelerated students (comparison group 45,961). Their results suggest that when remedial algebra courses are replaced by an accelerated pre-statistics course, a higher percentage of students complete the Statistics course, although the transferability of a Statistics course without the Intermediate Algebra prerequisite remains unclear.

Santa Rosa Junior College Experience

At SRJC, 27.3 percent of students that are assessed place into College Skills (basic skills) Math (CSKLS 100, 317, 372, and 368A) and another 48.8 percent place into pre-collegiate math or college-level math (Math 150A &B, 151, and 155). SRJC is choosing to address six different groups, including Latino Females and All Latinos, because of the size of this population, whose numbers are even larger if part-time students are taken into account.

The Math faculty propose to create an accelerated pathway to transfer-level mathematics. This proposal would provide \$15,000 to be used for travel to research what other colleges are doing, paid substitutes for instructors traveling, conference attendance, and/or materials. The end product would be an accelerated elementary algebra and intermediate algebra course leading students to transfer-level mathematics. Since the Intermediate Algebra prerequisite is kept intact, the SRJC accelerated pathway will be able to avoid the potential conflict with UC/CSU transfer requirements currently faced by other acceleration programs.

Timeline

- Spring 2016 – completion of new math prerequisite course and submission to Curriculum Review Committee and development of course materials
- Fall 2016 – launch pilot (1 or 2 sections) of a new accelerated elementary and intermediate algebra course
- Spring 2017 – students complete a transfer-level math course

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|---------------------------|----------------------|---------------|
| D.2 | November 2015 – June 2016 | \$15,000 | none |

Link to Goal

Roughly 70 percent of SRJC students require at least some remedial math before they can take college-level math. This extends the math course sequence significantly, especially for students who may need to re-take courses. As the time it takes them to satisfy degree and transfer requirements increases, the likelihood of success is reduced. Hence, an accelerated pathway can improve student success in reaching associate degrees and transfer.

Evaluation

- Data to be collected:
 - Comparison of student success rates in the accelerated pathway compared to success of comparable students completing the traditional pathway. We will use a methodology similar to the RP group study.

- Timeline for data collection:
 - Annually as part of Student Equity Plan Update process.

D.3 Embedded counseling to MESA and HSI Learning Community 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 | X | Professional Development | | |

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

| ID | Target Group | # of Students Affected |
|-----|---------------------------------|------------------------|
| D.3 | Native Americans, All | 252 |
| | Latinos, All | 11,591 |
| | First Generation, All | 6,105 |
| | Economically Disadvantaged, All | 12,521 |

Activity Implementation Plan

The MESA program’s mission is to identify and serve educationally disadvantaged STEM transfer students by providing directed educational course planning guidance, personal development assistance, and pre-professional skill development in order to increase the number of STEM transfers to universities. Currently MESA has no dedicated counseling services. It is anticipated that providing a consistent counseling presence through student engagement monitoring, workshops and long term educational planning that the MESA transferable retention and success rates will increase.

The HSI Learning Communities target Basic Skills and ESL students with the goal of increasing the retention, persistence, and success rates of the various identified equity populations. There currently is an adjunct counselor assigned to work with students who are participating in the HSI Learning Communities but with additional cohorts being added each term the need for additional counseling services increases as well. Counselor visitations to classes and appointments for long term educational planning will be schedule. It is also anticipated that counselor availability and familiarity will increase levels of student engagement and enhance feelings of community and belonging.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----------|--------------------------------------|-----------------------------|----------------------|
| D.3 | November 2015 – June 2016 | \$29,500 | |

Link to Goal

The assigned MESA counselor will advance the goal of improving transfer success by providing planning activities and by monitoring the progress of MESA students as they participate in MESA sponsored activities, study groups and workshops.

The assigned HSI counselors will advance the goal of improving transfer success as well as completing the ESL and Basic Skills pathways by providing planning activities and by monitoring the progress of Learning Community students as they participate in HSI sponsored activities, study groups and workshops.

Evaluation

- Data to be collected:
 - MESA student enrollment demographic data, transferable course success rates and long term education plan data will be collected and reported.

- Counseling contacts and educational plan data will be compiled and reported at the end of the Academic Year. The Office of Institutional Research will gather data on the success and completion rates of the Learning Community students and assist with the development of a student survey to be reviewed by the Student Success and Equity Committee.
- Timeline for data collection and analysis:
 - The data will be reported as part of the Student Equity Plan update process.

Transfer

E. Transfer

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

CAMPUS-BASED RESEARCH: TRANSFER

Methodology

Proportionality Index for transfers is the ratio of percentage of a particular demographic group in the successful transferring to a four year institution or obtaining “transfer prepared” status within six years of entering the cohort (“outcome”) to the percentage of this group in the first time students in academic year 2008-09 who completed six or more units and attempt a math or English class within three years (“cohort”).

Based on California Community Colleges Chancellor's Office Referential File (ARCC and SPAR for the report year 2015

The measures are cohort based. The primary cohort is first time students who complete six or more units and attempt a math or English class within three years. The outcomes are checked six years out from the entry into the cohort. This visualization focuses on the one measure - Completions - of the Scorecard which include: Earned AA/AS degree or Chancellor's Office Approved Certificate; Transfer to a four-year institution; or Achieved "Transfer Prepared" (successfully completed 60 transferable units with a GPA \geq 2.0).

The following demographic groups could not be disaggregated due to the fact that the relevant data was not being collected at the start of the cohort (2008-09 academic year):

- Multiple ethnicities
- Foster youth
- First generation students
- Veterans

| TRANSFER COMPLETIONS | | | | | | |
|---------------------------------------|-------------|----------------|---------------|-----------------|-----------------|------|
| | Cohort Size | Cohort Percent | Success Count | Success Percent | Proportionality | Gap |
| Gender | | | | | | |
| All | 2,818 | 1 | 962 | 1 | 1 | |
| All Females | 1,361 | 0.48297 | 494 | 0.51351 | 1.06 | |
| All Males | 1,377 | 0.48864 | 444 | 0.46154 | 0.94 | 0.06 |
| Ethnicity and Gender | | | | | | |
| Asian All | 126 | 0.04471 | 65 | 0.06757 | 1.51 | |
| Asian Female | 60 | 0.02129 | 31 | 0.03222 | 1.51 | |
| Asian Male | 66 | 0.02342 | 34 | 0.03534 | 1.51 | |
| African American All | 70 | 0.02484 | 22 | 0.02287 | 0.92 | 0.08 |
| African American Female | 29 | 0.01029 | 10 | 0.0104 | 1.01 | |
| African American Male | 41 | 0.01455 | 12 | 0.01247 | 0.86 | 0.14 |
| Latino All | 512 | 0.18169 | 111 | 0.11538 | 0.64 | 0.36 |
| Latina Female | 242 | 0.08588 | 56 | 0.05821 | 0.68 | 0.32 |
| Latino Male | 267 | 0.09475 | 54 | 0.05613 | 0.59 | 0.41 |
| Native American All | 27 | 0.00958 | 4 | 0.00416 | 0.43 | 0.57 |
| Native American Female | 16 | 0.00568 | 3 | 0.00312 | 0.55 | 0.45 |
| Native American Male | 11 | 0.00390 | <3 | 0.00104 | 0.27 | 0.73 |
| Pacific Islander All | 36 | 0.01278 | 11 | 0.01143 | 0.9 | 0.10 |
| Pacific Islander Female | 22 | 0.00781 | 5 | 0.0052 | 0.67 | 0.33 |
| Pacific Islander Male | 14 | 0.00497 | 6 | 0.00624 | 1.26 | |
| White All | 1,652 | 0.58623 | 629 | 0.65385 | 1.12 | |
| White Female | 811 | 0.28779 | 327 | 0.33992 | 1.18 | |
| White Male | 832 | 0.29524 | 298 | 0.30977 | 1.05 | |
| Other All | 357 | 0.12669 | 113 | 0.11746 | 0.93 | 0.07 |
| Other Female | 163 | 0.05784 | 57 | 0.05925 | 1.02 | |
| Other Male | 126 | 0.04471 | 37 | 0.03846 | 0.86 | 0.14 |
| DSPS and Gender | | | | | | |
| DSPS | 223 | 0.07913 | 47 | 0.04886 | 0.62 | 0.38 |
| DSPS Female | 90 | 0.03194 | 20 | 0.02079 | 0.65 | 0.35 |
| DSPS Male | 129 | 0.04578 | 26 | 0.02703 | 0.59 | 0.41 |
| Economic Disadvantage / Gender | | | | | | |
| Economic Disadvantage All | 1,447 | 0.51348 | 420 | 0.43659 | 0.85 | 0.15 |
| Economic Disadvantage Female | 759 | 0.26934 | 222 | 0.23077 | 0.86 | 0.14 |
| Economic Disadvantage Male | 646 | 0.22924 | 186 | 0.19335 | 0.84 | 0.16 |

Transfer is the success indicator experiencing the most widespread disproportionate impact, with all but White, Asian, and Pacific Islander male students falling below the 1.0 proportionality index. Since many students declare transfer as their educational goal, this is an important area for improvement for SRJC.

| TRANSFER COMPLETIONS | | | | | |
|----------------------|----------------------------|---------------------|-------------|--------------|---------------------------|
| Equity Gap | Target Population | Proportionality Gap | Cohort Size | Success Size | Number of Students "Lost" |
| Largest | Native Americans, All | 0.57 | 27 | 4 | 5 |
| Second Largest | DSPS, All | 0.38 | 223 | 47 | 32 |
| Third Largest | Latino, All | 0.36 | 512 | 111 | 78 |
| Fourth Largest | Economically Disadvantaged | 0.15 | 1,447 | 420 | 152 |

**Number of students lost is the number of students needed to close the gap.*

Native Americans, All have the largest disproportionate impact, but also the smallest cohort size. This means that SRJC could show significant progress by helping only a few Native Americans transfer. This represents an opportunity to work closely with our Native American community groups and students and to move the needle on student success at SRJC.

Another group experiencing disproportionate impact in the area of transfer is the DSPS students. As noted earlier in this report, Disability Resources has recently hired additional staff that will be focusing on creating bridges to other student services that will support DSPS students.

Our Latino population continues to be a focus of our equity efforts and will benefit from several of the new and existing programs in the 15-16 Student Equity Plan, including the HSI Connections program, Puente, and direct student support.

The fourth largest target group is the economically disadvantaged. The partnership with our EOPS, expanded direct student support, and increased transfer activities will assist this group in achieving their transfer goals.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations by decreasing the Equity Gap for these groups by 20 percent by 2020:

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|-------------------------------------|-------------------|-------|-----------|
| Native Americans | 0.57, 2014 | 0.45 | 2020 |
| DSPS Students | 0.38, 2014 | 0.30 | 2020 |
| Latino/a Students | 0.36, 2014 | 0.28 | 2020 |
| Economically Disadvantaged Students | 0.15, 2014 | 0.12 | 2020 |

* Expressed as a number

ACTIVITIES: E. TRANSFER

E.1 Equity Transfer Package including a Program Specialist, Counselor, Field Trips, and expanded promotions of services.

Activity Type(s)

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

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

| ID | Target Group(s) | # of Students Affected |
|-----|----------------------------|------------------------|
| E.1 | Native Americans, All | 3,608 |
| | DSPS, All | 1,341 |
| | Latinos, All | 126,707 |
| | Economically Disadvantaged | 8,186 |

Activity Implementation Plan

The proposed Transfer Package includes an Equity Transfer Center Counselor, an Equity Transfer Specialist, and increased programming and promotion for the SRJC Transfer Center. Currently, there is only one counselor dedicated to the Transfer Center and a large percentage of that time is focused on administrative tasks related to Chancellor's Office mandates, reports and maintaining accurate information for students.

The Equity Transfer Counselor will provide transfer courses, workshops, and classroom presentations that include information about university admission requirements, selection criteria, Transfer Admission Agreements, and application processes to baccalaureate level campuses. These activities will be geared towards students from target populations and students in special programs that serve low-income, disabled, and first generation college students, veterans, and foster youth. The Transfer Center Counselor will also actively participate in identifying and removing barriers to the retention and transfer of the target populations identified in the Student Equity plan. The counselor will develop strategies to improve the transfer rate for these students.

In addition to the Equity Transfer Counselor, the transfer package includes an Equity Transfer Program Specialist I who will be responsible for coordinating events, identifying venues for reaching target populations, providing follow up services to targeted student groups, prepare statistical data related to transfer readiness, and monitor student progress as mandated. Duties will include but not be limited to classroom visits providing transfer information to students, coordinating transfer center events and workshops, identifying appropriate majors for students and collecting data related to student success, transfer rates, and degree completion.

In addition to these positions, the Transfer Package includes additional field trips to local universities including UC Berkeley, Sonoma State, Sacramento State, and UC Santa Cruz. These field trips will be organized with our equity partners to ensure that the target populations are participating. While on the field trip, additional information on student services and student success strategies will be provided.

The Transfer Center is currently unable to reach out to currently enrolled students in meaningful ways, meet the needs of special student populations, and unable to develop and implement new programs designed to increase the number of activities geared towards closing the achievement gap in transfer. The Transfer Package is designed to address these needs and provide program

assistance and services to students with the intent of increasing the transfer rate of students belonging to targeted student groups.

While not funded by Student Equity, the Disability Resources has started to address the Equity Gap in the area of Transfer for students with disabilities through the hiring of two Contract Faculty DSPS Counselors this fall. DSPS Counselors provide comprehensive educational planning for DSPS students. These faculty will also be working to create “bridges” between SRJC’s Disability Resources Department and the departments that provide disability related services at four year institutions. In addition, DSPS Counselors will work with Transfer Center staff to maximize access to transfer related events and services.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|----------------|
| E.1 | October 2015 – June 2016 | \$88,967 | SSSP: \$89,708 |

Link to Goal

This position will provide staffing that will focus in part on recruiting and supporting students from targeted groups with the goal of increasing the number of participants in Transfer Center events and activities. The activities of this position will be aimed specifically at these targeted populations and will actively seek participation by partnering with a variety of programs on campus including Umoja, Asian Pacific American Student Success, Promoting Athlete Student Success and Support, EOPS, CalWORKS, Bear Cub Scholars Foster Youth program, and the Veterans Center.

This project will also provide support for classroom visitations to ESL and Basic Skills students with the intent of educating students about the value of higher education and transfer opportunities. This should result in greater persistence and increase the number of students who seek classes that make them transfer ready. Additionally, this project is designed to increase access through the presentation of information through both in person classroom experiences and out of classroom experiences, resulting in students who are able to establish educational goals that are attainable, realistic, and inviting. Interactive field trips and visitations will be a vital part of creating these goals. Partnering with SRJC outreach efforts in local high schools and middle schools may also occur so that the college participation rate of students belonging to targeted groups is enhanced.

Evaluation

- Data to be collected:
 - The District has established a baseline of transfer rates for the targeted groups and comparative data will be readily available. Data sources will include the District generated baseline statistics and student generated participation

surveys and program evaluation material. The information provided through surveys and program evaluations will be with comparison data provided though District means in order to measure overall program effectiveness. reviewed along

- Timeline for evaluation:
 - A program evaluation will be performed at the end of the fiscal year.

ACTIVITIES: E. TRANSFER

E.2 MESA Program Specialist

Activity Type(s)

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

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

| ID | Target Group(s) | # of Students Affected |
|-----|----------------------------|------------------------|
| E.2 | Males | 72 |
| | Latinos | 54 |
| | Economically disadvantaged | 91 |
| | First generation | 91 |

Activity Implementation Plan

The Program Specialist – MESA (80 percent classified position) will work to augment the existing Mathematics, Engineering, Science, Achievement (MESA) Community College Program established at Santa Rosa Junior College in 1999. The MESA Community College Program’s mission is to identify and serve educationally and economically disadvantaged STEM transfer students by providing directed educational course planning guidance, individual development planning, academic assistance,

pre-professional skill development and self-efficacy in order to increase the number of students who transfer to a 4-year institution to complete a bachelor’s degree in a STEM discipline.

MESA has no dedicated counseling services. By providing STEM-specific case management, student engagement monitoring, and STEM-specific workshops for students enrolled in MESA, the Program Specialist – MESA position is outside current services offered through the District’s counseling department. In 2012, MESA was recognized by the California Community Colleges Chancellor’s Office as a special population, allowing SRJC MESA student outcomes to be tracked, compared across all MESA community college sites, and examined in relationship to other special populations presenting with conditions similar to MESA students (CCCCO DataMart).

3-Year Summary: MESA Transferable Retention and Success Rates

| SRJC Special Population | Fall 2012 Transferable Retention Rate¹ | Fall 2012 Transferable Success Rate² | Fall 2013 Transferable Retention Rate | Fall 2013 Transferable Success Rate | Fall 2014 Transferable Retention Rate | Fall 2014 Transferable Success Rate |
|--------------------------------|--|--|--|--|--|--|
| MESA | 89.9 % | 83.4 % | 87.9 % | 77.9 % | 84.7 % | 76.4 % |
| First Generation | 85.3 % | 68.8 % | 85.0 % | 67.2 % | 85.1 % | 67.6 % |
| EOPS | 91.2 % | 79.2 % | 89.7 % | 75.2 % | 91.0 % | 77.8 % |

¹ Retention includes enrollments with grade of A, B, C, D, F, P, NP, I

² Success includes enrollments with grade of A, B, C, P, I

Each year MESA students continue their STEM education by transferring to four-year institutions. This subgroup is referred to as a MESA transfer cohort. For the academic year 2013-2014, MESA served 165 students. Of these 37 percent transferred to a four-year institution with a STEM major: 51 percent transferred to the California UC system, 44 percent to the CSU system, and 3 percent to private or out-of-state schools.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----------|--------------------------------------|-----------------------------|----------------------|
| E.2 | July 2015- June 2016; On-going | \$66,328 | MESA: \$50,500 |

Link to Goal

The Program Specialist position will advance the goal of improving transfer success by coordinating with the MESA Program manager to monitor the long-term educational plans of MESA students, and will assist in scheduling appointments with a counselor, facilitate study groups for STEM transfer math and science classes, supervise STEM specific college and industry field trip travel, and offer and evaluate a variety of STEM pre-professional development student workshops.

Evaluation

- Data to be collected:
 - MESA student enrollment demographic data (mid-September & mid-April)
 - MESA student transferable course success rate data (IPEDS/CCCCO Datamart)
 - MESA student compliance for long-term educational planning (fall and spring)
 - MESA student engagement (MESA Program Involvement Agreement surveys, 3 times a year)
 - MESA transfer cohort data (July of each year)
 - Qualitative evidence will describe the type and frequency with which MESA students elect to engage in college and community STEM enrichment activities and if the student self-identifies the activity as helping to advance his or her academic or pre-professional development.

- Timeline for data collection:
 - In addition to timelines stated above, a summary performance review will be completed by July 30th and included in the MESA CCCC year-end report.
 - Annually as part of the Student Equity Plan update process.

Activities for Multiple Success Indicators

Other College- or District-wide Initiatives Affecting Several Indicators

F. Multiple Indicators

Many of the activities in the SRJC Student Equity plan address multiple success indicators. Our goal is to address the equity gap from all sides and to provide comprehensive programs that address student needs on many levels. However, whenever possible, attempts were made to identify which activity will have the greatest impact on the success indicators. This will assist us in evaluating which interventions were most effective for each indicator. Some programs cross all indicators and were therefore included in the section below.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

F.1 Develop and implement a Middle School Early Success program.

Indicators to be affected by the activity

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

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|----------------------------|------------------------|
| F.1 | First Generation | TBD |
| | Native Americans | TBD |
| | Latinos | TBD |
| | Economically Disadvantaged | TBD |

This is a pilot program. Efforts will be made during program development to target schools with high concentrations of target populations, which will be determine through school enrollment data and subsidized school lunch program data.

Activity Implementation Plan

As part of an overall effort to increase student preparedness and community engagement within our target populations and partners in education, SRJC is proposing a middle-school Early Success outreach program that will provide career exploration, motivation, study skill building, and counseling opportunities that endeavor to improve college enrollment and success rates for underserved students including Native American, Latino, low socio-economic status, and first generation students. This program

is designed to successfully start middle school students on the pathway towards college, by providing counseling, campus tours, career exploration activities, and family engagement. The goal of this program is to prepare middle-school students for higher education. Research indicates that the most successful early intervention programs go beyond explaining enrollment processes (such as financial aid), but extend to activities that prepare students academically, socially, and psychologically (Tierney & Hagerdorn, 2002).

With an emphasis on a career exploration and counseling curriculum, activities will stimulate a college-bound mind-set among its students through hands on activities such as workplace visits, career fairs, engaging presentations by SRJC faculty, and counseling workshops. There may also be physical activities such as soccer and other enhancements offered in partnership with the SRJC athletics programs. Ultimately, this program will provide a well-balanced set of activities to stimulate and challenge a middle-school student’s imagination, but also provide them tangible skills that will help them achieve success.

This program will be supported by the ELL Outreach coordinators and the Office of Student Equity. We will partner with various academic departments and counseling to provide a comprehensive program for early success.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|---------------------------|----------------------|---|
| F.1 | November 2015 – June 2016 | \$40,000 | District funds as needed Est. partner school contributions: \$20,000 |

Link to Goal

The program will not only address student equity access goals, but will also attempt to foster a commitment to completion through the counseling workshops and departmental and industry presentations. Special emphasis will be given to degree, certificate and transfer, and information about student support services will be provided at most program activities. Research shows that when students come in prepared they are more likely to complete. This program is aimed at providing students support in achieving success early in their academic pathways. Additionally, special break out groups by gender could be incorporated to help to address barriers to academic success faced by each group. For example, girls could be taken to specific career exploration activities that are non-traditional; or boys could be partnered with male mentors that are community role models.

Evaluation

- Data to be collected:
 - Demographic information of participating students using sign in sheets and student identification numbers.

- Student surveys will be sent to all participants and parents.
- School API scores will be tracked.
- Interviews with partners at the schools will be conducted to identify areas for improvement.
- Timeline for data collection:
 - Regional demographic and school lunch programs will be collected during program recruitment.
 - Student demographics will be collected at the beginning of the program.
 - An end of year report will be compiled that includes quantitative and qualitative information including API scores, interview data, and program highlights from the year.

F.2 Multi-cultural Success Center: Petaluma Campus

Indicators to be affected by the activity

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

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|----------------------|------------------------|
| F.2 | African-American | 92 |
| | Latinos | 1383 |
| | Multiple Ethnicities | 230 |
| | Veterans | 110 |
| | Foster Youth | 103 |
| | Asian | 153 |

| | | |
|--|------------------|----|
| | Filipino | 42 |
| | Pacific Islander | 8 |
| | American Indian | 15 |

Activity Implementation Plan

The Intercultural Center at Petaluma (Our House) will be the hub of equity activities at the Petaluma campus. With a Coordinator at the helm, a variety of programming and services will be available for student populations identified in this equity plan. Further coordinator will allow for the development and implementation of the following services:

- **Dream Center:** Provide Dream Center services currently unavailable at SRJC Petaluma
- **Learning Community and Student Affiliation Group Support:** The Coordinator and *Our House* Center would house and support the following groups:
 - Puente
 - EOPS
 - Dreamers
 - UMOJA (Fall 16)
 - APASS (Fall 16)
 - LGBTQ students
 - Veterans
 - Foster Youth
- **Programming:** creating and implementing on-going educational and social programming that is relevant to the experiences of the supported groups. Programming will be targeted to increase completion and transfer rates.
- **Direct Student Support:** providing direct student support assistance for identified students with financial obstacles (based on the HOPE Center and Gateway to College textbook/supply model)
- **Outreach:** Assist with Outreach to designated potential students
- **Project and Program Implementation:** Investigate, develop and maintain support programs (e.g., minority male mentorship)
- **Partnership with Student Success Teams:** work with Student Success Teams to support students in matriculation and follow-up programs. This will include Achievement Coaching, which is one-on-one support for students experiencing obstacles in their academic life
- **Evening hours:** the center will be designed to be open during evening hours, supporting evening and ESL students.

Expended funds will be for a Coordinator position, student employee support, direct student support, professional development, and programming. This is a new initiative and currently not provided at Petaluma, thus no supplanting will occur.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|-------------------------|
| F.2 | November 2015 – June 2016 | \$65,000 | District Funds: \$1,262 |

Link to Goal

Access: *Our House* will be marketed to target populations as a unique support feature available at SRJC Petaluma. The Dream Center services will facilitate the matriculation of undocumented students, bringing them into higher education. Course, ESL/Basic Skills, and Degree/Certificate Completion: *Our House* programming and personnel will provide personalized support, including Achievement Coaching, which provides one-on-one support to students experiencing academic and non-cognitive obstacles. Specific outreach and partnership will be conducted to ESL and Basic Skills students. Transfer: Specific programming to increase the rate of transfer for designated students will take place out of the center (current example: Puente UC visiting program).

Evaluation

All visits to “*Our House*” will be tracked via SARS check-in system so that analysis of use and population support can be tracked and analysis performed. Specific program evaluations will also be created and reviewed for the activities and programs of the center.

F.3 Student Equity Program Support and Coordination

Indicators to be affected by the activity:

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

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|------------------------|------------------------|
| F.3 | All Target Populations | 37,649 |

Activity Implementation Plan

As part of the Student Equity Plan, SRJC is establishing an Office of Student Equity. This office will be the hub of Student Equity on campus. The Office of Student equity will provide collaboration and coordination for outreach efforts, faculty input, student internships, and district-wide program development aimed at achieving the goals of the Student Equity Plan. Program Coordination funds will be used to support the Director of Student Equity, Faculty Coordinator for Student Equity, ELL outreach coordination, and administrative support. Additionally, program coordination funds will provide a half-time Research Analyst position to assist with data gathering and analysis as well as program evaluation and ongoing equity planning. The District is currently in the process of renovating a large conference and break room into offices and meeting space for these staff. This space and staffing will provide critical support for key Student Equity programs such as the PALS programs, Learning Communities, and outreach and community partnership programs among others.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|--|----------------------|----------------------------------|
| F.3 | July 1 st – June 30 th | \$337,265 | \$80,000 District Capital Outlay |

Link to Goal

Program coordination and support is essential for all programs to succeed in achieving their goals to reduce disproportionate impact for all target groups.

Evaluation

- Data that will be collected:
 - A survey will be sent to all Student Equity Programs requesting feedback on the performance of the Student Equity office. This will include both quantitative and qualitative data to help improve services to better support Student Equity Programs.

- Timeline for data collection and analysis:
 - Survey will be sent annually as part of the Student Equity Plan update process.

F.4 District-wide Professional Learning Program

Indicators/Goals to be affected by the activity:

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

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|------------------------|------------------------|
| F.4 | All Target Populations | 37,649 |

Activity Implementation Plan

Professional learning is an investment in both current and future Student Equity programs. It provides opportunities for institutional dialogue around effective practices for addressing achievement gaps. Through a thoughtful and coordinated Professional Learning plan that includes all stakeholders of campus, SRJC will engage in “courageous conversations” and active learning on ways to become more equity minded at all levels of the institution. This will include supporting conference teams, bringing in speakers, infusing equity into campus-wide professional learning days, reviving the SEED program, Growth Mindset, Reading Apprenticeship, acceleration exploration, and much more. This effort will be performed in concert with our Professional Development department, Center for Excellence in Teaching and Learning, and Office of Student Equity.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|--|----------------------|--|
| F.4 | July 1 st – June 30 th | \$41,550 | \$30,000 SSSP \$40,000 Basic Skills Initiative \$52,000 Professional Development |

Link to Goal

Professional learning is essential for all programs to succeed in achieving their goal of equity for all target populations. By providing support in and out of the classroom, developing communities of practice, and fostering a culture of equitable student success, Professional Learning will provide lasting infrastructure that can influence institutional practices at every level. Professional Learning is a critical component of the 2015-16 Student Equity Plan.

Evaluation

- Data that will be collected:
 - The Student Success and Equity committee will facilitate a review of Professional Learning opportunities.
 - Groups that participate in Professional Learning will be asked to share best practices with the community at large.

- Timeline for data collection:
 - A review of the Professional Learning plan will take place annually as part of the Student Equity plan update process.

F.5 Action Research on barriers and interventions related to Student Equity.

Indicators/Goals to be affected by the activity:

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

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|-----------------------|------------------------|
| F.5 | Males, All | 16,423 |
| | Asian, All | 1,681 |
| | African American, All | 900 |
| | Latino, All | 11,591 |
| | Native American, All | 252 |
| | Pacific Islander, All | 135 |

Activity Implementation Plan

Action Research is an important next step for the SRJC Student Success and Equity committee. This process will begin with the Student Success and Equity Committee determining the topics that are in most need of further research, including but not limited to LGBT and other student populations. The Office of Institutional Research and the Office of Student Equity will then facilitate a literature review, survey, and/or focus group on these topics and report back to the SSEC. This research will be conducted in collaboration with other District programs and organizations. This process is meant to inform future Student Equity planning.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|---|----------------------|---------------|
| F.5 | October 2015 – June 30 th 2016 | \$40,000 | \$0 |

Link to Goal

Great effort has been exerted to understand the “who” and the “what” of achievement gaps at SRJC. The next step is understanding the “why” behind this information so that we can develop interventions using locally gathered data.

Evaluation

This is a research activity. No evaluation will be performed. Reports and review will be provided by the Student Success and Equity committee.

F.6 Direct Student Support: Book vouchers, food vouchers, transportation, child care, student led conferences, uniforms

Indicators/Goals to be affected by the activity:

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

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|-----|------------------------|------------------------|
| F.6 | All Target Populations | 27,000 |

Activity Implementation Plan

SRJC will provide direct student support to students in target populations that are working with one of the existing Student Equity programs or program partners such as EOPS, DRD, CalWORKS, Veterans, or Foster Youth. This allows for deeper support that these vulnerable populations need. It also provides a mechanism for administering these funds in a uniform and fiscally responsible way using familiar mechanisms on campus. It does create challenges for evaluating direct student support as a standalone activity. However, there is significant literature that documents the role of financial aid in student success. This also allows SRJC to support existing categorical programs that have a track record of success. SRJC is also exploring more innovative ways to provide student success, such as scaling existing direct student support, like Phi Theta Kappa’s partnership with the Redwood Empire Foodbank to have a weekly food pantry.

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

| | | | |
|-----|-------------------------|-----------|---|
| F.6 | October 2015- June 2016 | \$234,064 | EOPS, CalWORKS, and other categorical funds that provide direct student support |
|-----|-------------------------|-----------|---|

Link to Goal

Researchers have found in multiple studies that financial aid is important to supporting college success, and there have been many studies that have analyzed the relationship between financial aid and persistence (Long, 2013).

Evaluation

- Data that will be collected:
 - The Student Success and Equity committee will facilitate a review of Direct Student Support Activities.

- Timeline for data collection and analysis:
 - Evaluation will be discussed as part of the annual Student Equity Plan update process.

F.7 Student Health Services support for target populations.

Indicators/Goals to be affected by the activity:

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

Activity Type(s)

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

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

| ID | Target Group | # of Students Affected |
|----|--------------|------------------------|
|----|--------------|------------------------|

| | | |
|-----|------------------------|--------|
| F.7 | All Target Populations | 27,000 |
|-----|------------------------|--------|

Activity Implementation Plan

Continuing on the 14-15 efforts in Student Health Services (SHS) to provide enhanced follow up contacts, this will project will include a variety of activities such as administering a campus wide survey to determine the best modality and method of providing SHS services to academic departments, building on comprehensive follow up for at-risk students, technology upgrades, and professional development for SHS staff to improve knowledge and aptitude with target populations.

These activities will be accomplished by developing and implementing a faculty survey, attending a national conference, providing follow up services to target populations, and updating the internal software database to report on all identified high-risk students with capacity to disaggregate data using Equity and SSSP target groups identified. Staff time will be used to oversee this project, by funding a percentage of a provider’s salary and benefits that can focus on continuing this effort in the 15-16 academic year. This staff person will work to create software reports, monitor risk case follow-ups, and determine the success of specific referrals made for these at risk students. Funds will be applied to support backfill staffing for providers spending time in student follow-up activities that exceed accomplishment within their normal work responsibilities. Funds will also be dedicated to student employment hours which will be utilized to support data collection and phone call follow ups for selected referrals made to at-risk students (health insurance coverage, as an example, to set up enrollment counseling appointments).

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|-----|---|----------------------|--|
| F.7 | July 1 st 2015 - June 30 th 2016; Ongoing | \$47,500 | Student Health Services budget from Student Health Fee |

Link to Goal

Follow up contacts with students served in SHS identified as at-risk for the conditions outlined above, is an imbedded retention and completion activity, through having significantly concerning health related issues addressed in an effective manner. The project work engages in making appropriate referrals for these students, such as to health coverage enrollment services, to healthcare providers in the community (i.e. doctors, psychiatrists, emergency services), to academic counselors or tutoring services on campus, to support groups, food distribution sites, Cal-Fresh enrollments, low cost vision services, etc.. The project work outlined contributes to removing health-related barriers (access) interfering with desired educational outcomes (course, degree and certificate, and transfer completion).

Evaluation

- A report of the students receiving these services during 15-16 in SHS will be done, pulling out information about the students served that specifically fall into Equity target groups. This will be accomplished through internal data analysis, to the capacity level of uploaded information on students from the District’s SIS interfacing with health records. Anecdotal reports/qualitative data of specific cases for each risk group being tracked (suicidal, homicidal, domestic violence, significant health problem, and insurance status) will be included to supplement the quantitative data. As the 15-16 Student Success and Access report done by the college will not be available until Jan. 17, longitudinal outcomes of the specific individual students served will not be available until next year. Efforts will be made to obtain changes in self-reported academic risk by students over the course of the spring 2016 semester.

Other evaluation to consider with SHS program development decisions: NCHA Survey Data

Though not a part of the Equity project funding, another major assessment being done during spring 2016 is surveying a representative sample of all students which includes reports on:

- What students perceive as significant health issues impeding their academic success
- Overall health insurance coverage (all SRJC students)
- What information they have received from the college on health topics, such as sexual assault prevention, suicide, healthy relationships, prevention of unintended pregnancies, etc.
- Percentage of students with a diagnosed mental health condition (depression, anxiety) that have actually received treatment for the condition.
- All of these specific data points can be compared with data collected in 2010 and 2013, which have been used for SHS program planning for many years now, in determining student health need priorities. Results for this survey may not be available until summer 2015.

F.8 Expanded Library Hours.

Activity Type(s):

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

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

| ID | Target Group | # of Students Affected |
|-----|-----------------------------|------------------------|
| F.8 | Males | 16,423 |
| | Native American | 252 |
| | Latinos | 11,591 |
| | African American | 900 |
| | Pacific Islander / Filipino | 135 |
| | Asian | 1,681 |

Activity Implementation Plan

SRJC academic library services in conjunction with the reference, instruction, and collection development programs provided by the District’s faculty librarians, continue to be critical components for student success and are directly relevant in supporting and meeting curricular and institutional learning outcomes of students.

The campus libraries are integrated into cross-disciplinary support of all instructional clusters in the following ongoing activities: researching, selecting, purchasing, cataloguing, processing, housing, and circulating instructional materials and media to support the curriculum of the college; meeting the research needs of students and faculty; and serving as an intellectual and cultural resource for the college community. Faculty Librarians offer a vibrant information literacy instruction program, using the libraries as a classroom to deliver library orientations and course integrated instruction sessions. Working with faculty in their liaison discipline areas, librarians often customize instructional sessions to target the needs of students in specific courses. The information literacy instruction program participates directly with identity and linked-course learning communities and Learning Resources has begun, in collaboration with the Student Equity and Student Success Programs, to identify and provide access to resources that will help improve student equity and success. The SRJC libraries provide safe, clean, quiet, technology-enabled spaces where students can work on assignments, study, and collaborate on academic projects. In addition, the campus libraries serve as a key and integral space for deployment of critical student success programs such as the Peer Assisted Learning Specialist program (PALS) one-on-one instructional assistance and tutoring and provide a long-term temporary meeting space for Hispanic Serving Institute Program (H.S.I.) funded instructional assistants and cohort students.

Access to library resources, instructional technology, and individual and collaborative study spaces will be improved at the Santa Rosa campus library by extending the open hours of service on Doyle Library’s most abbreviated days of operation. An additional four hours per week of service to students and faculty will be added to the Santa Rosa campus library.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-----|-------------------------------|----------------------|---------------|
| F.8 | November 2015 – June 2016 | \$10,000 | |

Link to Goal

An analysis of 2014-15 usage data of both campus libraries revealed that the SRJC libraries provide academic and instructional support services to a higher concentration of under-represented students than exist in the SRJC population mix. Higher representations of disproportionately impacted students rely on the libraries for access to resources, instructional equipment (computers, printers, disability workstations and Internet access) and for direct faculty librarian reference and research support for classroom assignment completion. For Santa Rosa campus students, funding will extend equal and adequate access to library services for more students of all populations, but especially those in under-served populations, providing extended access to the library resources and services that are critical factors to successful course completion.

Evaluation

- Data to be collected:
 - Library materials check-out usage data will be collected at regular intervals throughout the semester and will be analyzed to determine if target populations are being reached.
 - Library computer login data will be harvested to determine if target populations are accessing library instructional technology and electronic resources.
 - If possible, in conjunction with support from the District’s Instructional Technology department, the anonymized library usage data for target population users will be compared with students from the general population in the target groups to determine variants and potential improvements in academic performance.

- Timeline for data collection:
 - Evaluation will be reviewed annually as part of the Student Equity update process.

Summary Budget

Budget details will be outlined in the CCCC Budget detail template once allocation is provided. Below is a summary of the estimated budget based on the approved activities.

| STUDENT EQUITY BUDGET SUMMARY DRAFT | | |
|--|---------------------|-----------------------|
| | 2015-16 Est. | Annual ongoing |
| CONCERTED OUTREACH | | |
| Outreach Coordinators | \$118,124 | \$165,670 |
| Dream Center | \$47,408 | \$50,727 |
| Native American Programming and Research | \$48,000 | \$12,000 |
| Re-entry Program Exploration | \$48,000 | \$20,000 |
| Public Relations and Printing | \$24,000 | \$17,000 |
| <i>Subtotal</i> | <i>\$285,532</i> | <i>\$265,397</i> |
| INNOVATIVE INSTRUCTIONAL PROGRAMMING | | |
| PALS | \$206,550 | \$229,500 |
| Umoja | \$60,000 | \$60,000 |
| APASS | \$60,000 | \$60,000 |
| Puente: Petaluma and SR | \$6,000 | \$10,000 |
| Foster Youth Program | \$67,000 | \$85,600 |
| Tutorial Services | \$45,695 | \$69,390 |
| Success Exploration: Curriculum Development | \$38,000 | \$13,000 |
| English, ESL, College Skills Faculty Orientation | \$6,725 | \$0 |
| Admin Support for Learning Communities | \$20,918 | \$43,091 |
| Linked-Course LCs: ESL & Basic Skills (6) | \$18,000 | \$37,080 |
| <i>Subtotal</i> | <i>\$527,782</i> | <i>\$607,661</i> |
| INTEGRATED SUPPORT | | |
| Middle School Early Success Program | \$40,000 | \$50,000 |
| Veterans (Petaluma) | \$10,000 | \$20,000 |
| MESA | \$66,328 | \$70,971 |
| Multicultural Center (Petaluma) | \$65,000 | \$122,500 |

| | | |
|--|--------------------|--------------------|
| Transfer Program for dedicated populations | \$88,967 | \$134,809 |
| DSPS College to Career Program | \$5,685 | \$11,370 |
| Southwest Center Services | \$92,594 | \$83,776 |
| Library Extended Hours | \$10,000 | \$13,280 |
| Counseling for MESA and HSI | \$29,500 | \$22,500 |
| Student Health and Psychological Services | \$47,500 | \$47,500 |
| <i>Subtotal</i> | <i>\$455,574</i> | <i>\$576,706</i> |
| PROFESSIONAL DEVELOPMENT | | |
| All-staff Development: Speakers, Summits, 3CSN, SEED, LCs | \$28,100 | \$35,000 |
| Student Workshops | \$2,000 | \$4,000 |
| Conferences and Other Training | \$11,450 | \$11,000 |
| <i>Subtotal</i> | <i>\$41,550</i> | <i>\$50,000</i> |
| DIRECT STUDENT SUPPORT | | |
| Book vouchers | \$71,226 | \$60,540 |
| Library Textbook Loan Program | \$40,000 | \$20,000 |
| Learning Community Textbook Loan | \$25,000 | \$10,000 |
| Other Support | \$7,250 | \$0 |
| Transportation | \$12,000 | \$0 |
| Scholarships and DSS exploration | \$118,588 | \$40,000 |
| Student Conferences | \$13,000 | \$10,500 |
| <i>Subtotal</i> | <i>\$288,170</i> | <i>\$141,040</i> |
| PROGRAM COORDINATION | | |
| Office of Student Equity | \$224,735 | \$241,602 |
| Faculty and Research Coordinators | \$94,530 | \$75,467 |
| Action Research | \$40,000 | \$0 |
| Equity Programs Support | \$18,000 | \$18,000 |
| <i>Subtotal</i> | <i>\$377,265</i> | <i>\$335,069</i> |
| TOTAL EXPENSES | \$1,975,873 | \$1,975,873 |
| TOTAL REVENUE | \$1,975,873 | \$1,975,873 |
| TOTAL BALANCE | \$0 | \$0 |
| NOTES: | | |
| Book vouchers are in partnership with student support programs. | | |
| Salaries include benefits and ongoing costs include a 3-7% increase for step and COLA. | | |
| Percentage of ongoing costs based on 15-16 allocation. | | |

SUMMARY EVALUATION SCHEDULE AND PROCESS

At Santa Rosa Junior College the Student Success and Equity Committee (SSEC, representing all constituent groups) provides a platform for collaboration and communication across the district to advance the Student Success and Support Program and Student Equity Program goals. It also leads the efforts in the evaluation process. The evaluation of these programs are an integral part of the District's Program Resource and Planning Process (PRPP), a main mechanism for program evaluation as well as direct linkage to District Strategic Planning.

With the leadership of this committee, the guidance from SRJC Office of Institutional Research (OIR), and support from IT Department, research related to student success, equity, and retention has been conducted at an increased level of breadth and depth during the 2014-15 academic year. These efforts will continue into the future, with emphasis on the newly created equity goals. Research on Student Equity program effectiveness will continue to be conducted in coordination with the Student Success and Support Program (SSSP).

The Office of Institutional Research and IT Department have provided data and analysis on student success and equity while participating on the committee as well as in research and evaluation subgroups. OIR purchased Tableau software during the 2014 spring semester to create data visualizations to help the college with decision making and planning. In fall 2014, OIR lead a Special Population Research Workgroup to train members of SSEC on becoming "citizen researchers" to define, identify, and research areas of high need. Using Tableau visualizations, committee members interacted with the data to research and identify student success and equity gaps. We will continue to utilize Tableau in the future.

The Committee has worked collaboratively with the Office of Institutional Research to regularly review data pertaining to Student Equity, and prepare an evaluative summary to disseminate the report to all constituencies annually. The summary report will include a) institutional progress on all Student Equity indicators defined by the Chancellor's Office, and b) progress toward the goals enumerated in this Plan.

The District is making significant progress towards creating a data warehouse and establishing critical data elements required by the research of student equity matters. Members of the Student Success and Equity Committee are divided into three work groups to evaluate the SSSP and Student Equity Plans. Each group is assigned tasks to define, research, and evaluate success and equity data and report findings back to the committee. The sub-groups are:

1. Student Equity Research Group: Using Tableau, identify sub-groups of students as required by the State, identify student participation and completion imbalances, and use the results as evidence for the student success plan evaluation;
2. SSSP Evaluation: Overall program outcome assessment for Student Equity and Student Success and Support Program plans and major initiatives; and

3. The Data Element Group: Define, create and locate data elements needed for reporting and evaluating SE and SSSP programs, and evaluate how these data elements interrelate with each other. These data elements include special student populations such as Veterans, First Generation students, Foster Youth, and Low Income.

The research and evaluation of the Student Equity Program has been conducted in coordination of SSSP at an expanded scope during 2014-15 academic year. SRJC will maintain the rigorous research and evaluation process through the following mechanisms:

1. Continue to refine the data collection process and establish a comprehensive data warehouse by fall 2015;
2. Align Student Equity goals with District Strategic Plan, Education Master Plan, Student Services Master Plan, and Institutional Effective Program at the local level; evaluate goals attainment at the conclusion of each academic year;
3. Continue to integrate Student Equity Program evaluation with the District's PRPP, which typically occurs in spring; incorporate PRPP results in strategies used to reduce Student Equity gaps for the following year;
4. Continue to research all Student Equity Indicators and evaluate overall progress toward equity goals in conjunction with SSSP, using the Equity (Proportionality) Index for 2015-16 and forward;
5. Require all proposals requesting Student Equity funds to include data collection and evaluation plans, participate in evaluation training coordinated by the Office of Student Equity and Office of Institutional Research, and submit self-evaluations at the end of the academic year or the end of activity;
6. Provide guidance and support from Office of Institutional Research to the evaluation of major Student Equity Initiatives each year (by recommendations from the Student Success and Equity Committee), including research question design, identification of data sources, timeline for data collection, analysis, and reports;
7. Utilize evaluation results to inform future planning and funding decisions for the next academic year.

Attachments

ATTACHMENT A: PROPORTIONALITY METHODOLOGY

Calculating disproportionality for Disaggregated Ethnicity Subgroups Using the Transfer Rate.

The proportionality methodology will be demonstrated using transfer rate disaggregated by ethnicity. All other proportionality calculations are performed similarly with counts and percentages of subgroups in the cohort and outcome groups.

The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

Table 2. Proportionality Index Interpretation

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

Transfer rates were obtained from the CCCCO Data Mart Transfer Velocity metric. Table Three presents the counts and percentages of the initial student cohort beginning in Academic Year 2008-09 (column “Cohort Count”) who were then tracked for six years. The counts in the column “Transfer Count” are the numbers of students from the cohorts who transferred to a four-year college anytime within those six years. Filipino counts are counted within the “Asian” ethnicity category.

Table 3. Ethnic Proportionality of Successful Transfer

| Ethnicity | Cohort Count | Cohort Percentage | Transfer Count | Transfer Percentage | Proportionality |
|--------------------------------|--------------|-------------------|----------------|---------------------|-----------------|
| African-American | 7,490 | 0.05398 | 2,566 | 0.04875 | 0.90 |
| American Indian/Alaskan Native | 1,079 | 0.00778 | 314 | 0.00597 | 0.77 |
| Asian | 21,674 | 0.15620 | 10,765 | 0.20453 | 1.31 |

| | | | | | |
|--------------------|---------|---------|--------|---------|------|
| Hispanic | 43,329 | 0.31226 | 12,662 | 0.24057 | 0.77 |
| Multi-Ethnicity | 29 | 0.00021 | 12 | 0.00023 | 1.09 |
| Pacific Islander | 1,303 | 0.00939 | 452 | 0.00859 | 0.91 |
| Unknown | 15,185 | 0.10943 | 6,034 | 0.11464 | 1.05 |
| White Non-Hispanic | 48,671 | 0.35076 | 19,828 | 0.37672 | 1.07 |
| Total | 138,760 | 1.00000 | 52,633 | 1.00000 | |

Bensimon and Malcom-Piqueux (2014) specified a cutoff of 0.85 to identify performance below equity when proportionality is used as a performance measure.

Based on a cutoff of 0.85, there is disproportionate impact in transfer rate among two ethnic subgroups: American Indian/Alaskan Native and Hispanic.

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