Compton Community College District

El Camino College Compton Center

Student Equity Plan

2015-2018

December 18, 2015

1111 East Artesia Blvd.
Compton, CA 90221

EL CAMINO COLLEGE COMPTON CENTER STUDENT EQUITY PLAN

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District: Compton Community College   **Board of Trustees Approval Date**: _____

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

[Signature]
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Keith Curry   Email kcurry@elcamino.edu

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

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

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Barbara Perez   Email bperez@elcamino.edu

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

[Signature]
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[Academic Senate President Name]   Email

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

[Signature]

[Associated Student Body President Name]   Email

[Signature]

Alberto Jimenez   Email abjimenez@elcamino.edu   Phone 310-900-1600 ext 2531

Executive Summary

INTRODUCTION

As a center of a public community college, El Camino College Compton Center (Compton Center) is committed to assuring student equity in all of its educational programs and services in accordance with standards set forth in Title 5 of the California Code of Regulations.

Compton Center serves over 12,000 students each academic year. Roughly one third of those students reside within the Compton Community College District "Service Area," which consists of the cities of Compton, Lynwood, Paramount, and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate.

The majority of the Compton Center students are ethnic minorities. In 2012-2013, Latinos represented 44% of the student population, African Americans comprised 37% of the student population, and Asians and Pacific Islanders represented roughly 9% of the student population.

On average, 40% of Compton Center students receive some form of financial aid. Roughly 3% of Compton Center students have a registered disability. About 1% of Compton Center students identify themselves as veterans.

Compton Center provides programs and services to ensure that all students have the opportunity to succeed academically. The overarching equity goal at Compton Center is to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

Collegial Consultation Process

The 2015-2018 Student Equity Plan (SEP) is part of an ongoing institutional effort, underway at the Compton Center, to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning.

Compton Center recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all students across all educational programs.

The Compton Center Student Equity Committee (Committee) is composed of faculty, staff, and administration and has oversight for the development and implementation of this Student

Equity Plan with coordination with the planning and implementation of the Compton Center Student Success and Support Program (SSSP) Plan and the Compton Center Student Success Plan.

The Committee has continually sought information and feedback from constituent groups on campus regarding the development of Compton Center's Student Equity Plan, resulting in the identification and development of a host of new student equity recommendations.

In order to effectively implement the goals established in the Student Equity Plan, additional personnel will need to be hired: one, full-time Director of Student Equity and Learning Communities; and one, full-time Research Analyst.

This Plan was written as a campus-wide effort, along with contributions from the Committee, and will seek approval by the Special Trustee of the Compton Community College District on January, 2016 in compliance with Title 5 guidelines in Section 54220.

By addressing the needs of those student groups that have been historically underserved, the Compton Center's SEP will also serve to provide basic skills completion, degree and certificate completion, career and technical education and transfer opportunities for all our students. The SEP will helps us provide the necessary tools to ensure that all of our students have the same opportunity to achieve their academic and career goals.

SEP Committee

The SEP committee was assisted by the Institutional Research and Planning Department in collecting and analyzing student success data disaggregated by ethnicity, gender, disability, foster youth and veteran status, and low income economic standing to identify areas of need.

The SEP committee is devoted in developing a SEP that expands and builds upon benchmark programs that exist at the Compton Center. Some of the programs such as MESA, Student Success Center which house a Reading and Writing Center, a Math and Science Center will continue to provide academic services to our targeted economically, racial and ethnic cohorts, foster youth, and basic skills students. The SEP will provide additional support in the form of staffing, equity-based counselors, tutoring and other intrusive services. The Student Equity Plan will also provide college tours for our targeted disproportionately impacted students at all levels to introduce and encourage transfer options. Professional development will also bed provide for administrators, faculty, staff and students to address topics related "equity".

Lastly, the SEP committee has implemented a "SEP funding proposal" process where all members of the college district are invited to submit an equity activity proposal to be funded out of SEP funds. Guidelines and an overview of acceptable projects approved by the Chancellors are sent to all members of the district for review and to serve as a guide. The idea for this process is to allow all departments, programs and services of the campus an opportunity to introduce or strengthen activities aimed closing the achievement gap.

TARGET GROUPS

The student success data collected, disaggregated and analyzed by ethnicity, gender, disability, foster youth and veteran status, and low income economic standing steered the Compton Center's Student Equity Plan. The primary groups identified across all categories in the research are African American students, particularly males, who are disproportionately impacted in all four success indicators. Students with an identified disability, foster youth, Latino students and Pacific Islander students are identified as impacted in three of the five indicators. The other impacted student groups are addressed as shown in the table below.

Success Measure	Underserved Student Group
Access	Males, Veterans
Course Completion	African-American, Pacific Islander, Foster Youth, Disabled
Basic Skills Completion/ESL	Pacific Islander, African-American, Native American/Alaska Native, Identified Disability
Degree and Certificate Completion	African-American, Latino
Transfer	All Compton Center students

GOALS

Based on the data collected by our Institutional Research Department, a strategic plan was created with an overarching goal to increase rates of success in each area to address and close the gap for each underserved group within 5 years.

Below is a list of each individual goal broken down by Success Indicators:

A.   Access
Increase the enrollment of males and veterans by improving the proportionality index by 5% by fall 2020.

B.   Course Completion
Increase course completion by 5% within five years for African Americans, Pacific Islander, and for students who have identified themselves as foster youth and disabled.

C.   ESL and Basic Skills Completion
Increase basic skills pathway completion by 5 % within 5 years for African American, Pacific Islander, and identified students with disabilities.

D.   Degree and Certificate Completion

Increase degree and certificate completion by 5% within five years for Latino and African American students.

E.   Transfer

Increase transfer rates by 5% within five years for all student populations at the Compton Center with special emphasis on students with identified disabilities.

F.   Other Initiatives Affecting Multiple Indicators

Create a community that is inclusive and strives to ensure that all students succeed in achieving their educational goals.

Each goal has activities associated with it that includes an implementation plan, target dates for completion, and evaluation.

ACTIVITIES

The Student Equity Plan Committee explored existing programs and services that served these groups as well as those activities that are currently under development through the Student Success and Support Programs (SSSP) and Basic Skills Initiative (BSI) to determine the interventions to be launched for the new plan that addresses equity gaps identified through our research. The SEP Committee also reviewed SEP funding proposals, identified projects and services that are not in place and could serve to assist our targeted groups. The SEP activities vary widely, here is a sample of some those activities the SEP Committee supported to fund:

- Create additional learning communities for faculty/tutor collaboration
- Develop early intervention strategies by providing success coaches to improve course completion and success
- Develop support resources for students identified through Early Alert by providing tutorial workshops to address student deficiencies
- Increase number of discipline tutors to improve success and retention
- Implement embedded class tutoring in courses that traditional have low success rates
- Redesign in-class tutoring program for developmental writing courses to improve success and retention
- Implement a Bridge English Program to accelerate pathways to transfer level courses
- Implement Math Academies to accelerate pathways to transfer level courses
- Create peer mentor programs to improve student engagement
- Offer additional university application workshops to increase the number of transfer
- Establish partnerships with local community groups including Veterans' groups.
- Create speaker's series conference geared to recruit high school males and foster youth
- Fund a book loan program to increase completion and success rates.
- Develop Math diagnostic tests for each Math course that would provide professional development opportunities for faculty to discover strategies to address student deficiencies.

The activities listed will improve and introduce new services aimed at closing equity gaps at our campus. These SEP activities represent a seamless strategy that aligns with SEP, SSSP and BSI and with other college plans. The idea is for the campus to foster collaborative planning and efforts which would eliminate working in departmental silos.

Funding
Funding will be distributed among the five success indicators and the Personnel/Staffing category as shown in the table below. The Personnel/Staffing category includes a dedicated Student Equity Director to oversee the implementation of the Compton Center's Equity Plan and to serve as the district contact.   A dedicated Research Analyst will also be included in the SEP to collect data based on the timeline provided, to collect, analyze and provide the results to the programs involved in the SEP.

Success Measure	Resources
Access	$24,000
Course Completion	$77,000
Basic Skills Completion	$80,397
Degree and Certificate Completion	$17,500
Transfer	$50,000
Personnel/Staffing	$572,482
Total	$821,379

CONTACT

The Compton Center contact for the Student Equity Plan is Alberto Jimenez. He can be reached at (310) 900-1600 extension 2531 or abjimenez@elcamino.edu. The Student Equity Activities Coordinator reports to the Vice President of Academic Affairs, Barbara Perez. She can be reached at (310) 900-1600 extension 2131or bperez@elcamino.edu.

Planning Committee and Collaboration

El Camino College Compton Center began the process to write the Student Equity Plan by working collaboratively with four of the central campus initiatives on campus, Student Success and Support Program (SSSP), the Student Equity Program (SEP), Basic Skills Initiative (BSI) and AB 86- Adult Education Consortium. A "Building Bridges" retreat was hosted by Student Equity Program (SEP), Student Success and Support Program (SSSP), Basic Skills Initiative (BSI) and AB 86 as a platform for 2015-2016 academic year collaborative planning. This collaborative event brought together representatives from various college programs including, Student Services, Academic Affairs, Career and Technical Education, Library Services, the Vice President, Provost/CEO along with representatives from El Camino College in Torrance, CA., to promote and share innovative ideas related to SEP, SSSP, BSI and AB 86 initiatives. During the "Building Bridges" retreat we reviewed our current SEP and SSSP plans for the 2014-2015 academic year. The status of those plans were shared and the development of innovative ideas, activities and programming took place. This district-wide event guided the 2015-2018 Student Equity Plan which was then assigned to the SEP Committee for continued planning and coordination. The Compton Center's SEP Committee, consists of the Vice President of Academic Affairs, Dean of Student Success, Dean of Student Services, Student Equity Activities Coordinator, directors from categorical programs, faculty and classified staff. It was created to specifically steer the goals that were set by the initial planning retreat that included all the major initiatives on campus. This committee meets on a bi-weekly basis to discuss SEP campus plans and initiatives at the Compton Center.

In addition, the Compton Center SEP also participates in the Student Success Plan Committee (SSP), the that consists of instructional and student services representatives, which includes the Vice President of Academic Affairs, Basic Skills Coordinators, Student Equity personnel, and faculty. This committee was formed to act as the platform to align and oversee the implementation of all initiatives on campus. This committee meets monthly to establish a well-integrated Student Success Plan.

 The El Camino College Compton Center planning process integrates assessment, evaluation, and planning to promote effectiveness and student success. The El Camino College mission underlies all that we do, with Strategic Initiatives providing direction for achieving the mission. The master plan is based on the mission and strategic initiatives and is guided by the planning components. These components consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive the planning processes and are responsive to each other (See Fig. A). The master plan integrates with other College-wide plans focused on student success including the Basic Skills Initiative, Student Equity, Adult Education (Assembly Bill 86) and Student Success & Support Program Plans (See Fig. B). These components join to

guide resource allocation and produce the ultimate outcomes of institutional effectiveness and greater student success.

Figure A
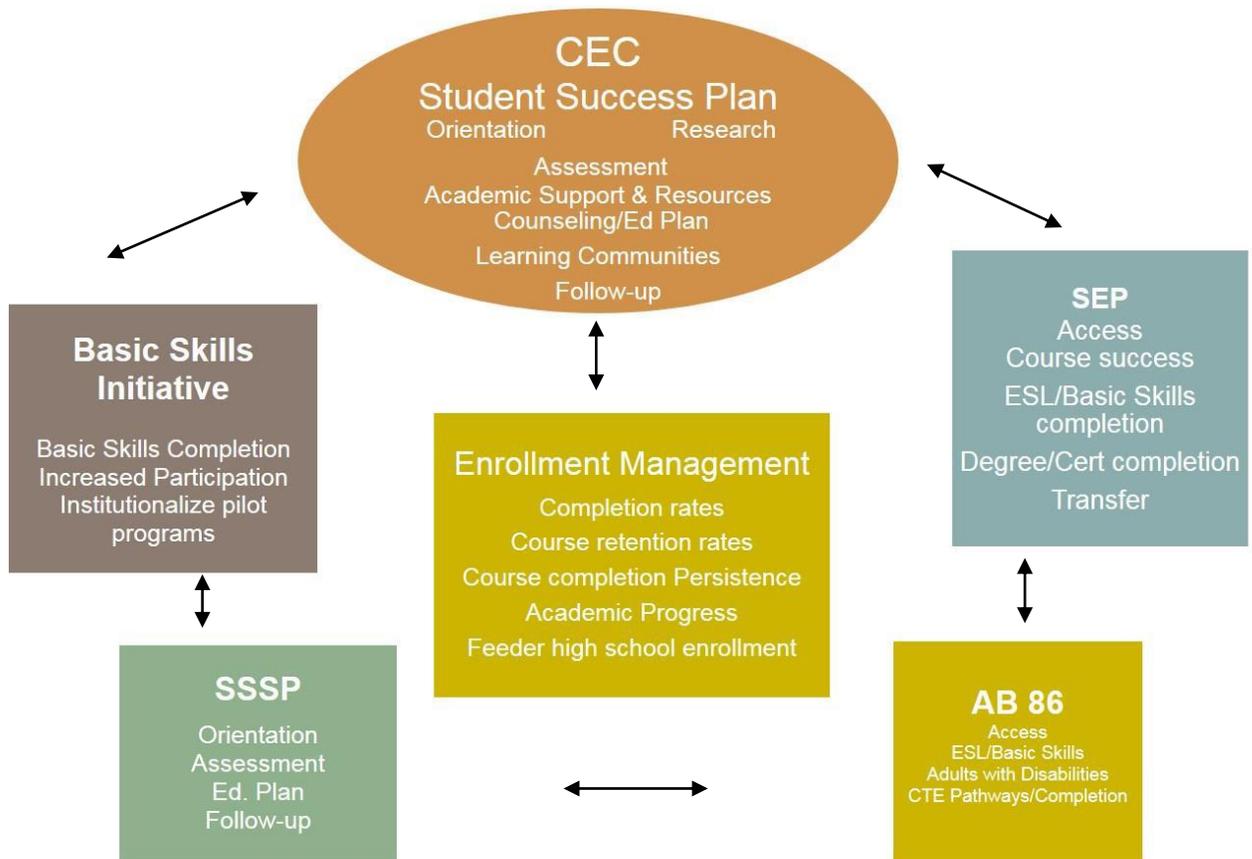
Figure B

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Barbara Perez	Vice President	Academic Affairs
Dr. Chelvi Subramaniam	Dean	Student Success
Alberto Jimenez	Student Equity Activities Coord.	Student Equity & Basic Skills Initiative
Jessica Sanchez	Research Analyst	Institutional Research
Richette Bell	Director	Enrollment
Dr. Phillip Humphries	Dean	Student Services
Ginger Davidson	Counselor/LD Specialist	Special Resource Center
Arturo Hernandez	Director	MESA
Elizabeth Martinez	Director	Outreach
Louis Williams	Classified	Foster and Kindship Program
Ikaweba Bunting	Faculty	Faculty
Aura Weber	Classified	CalWORKS/CARE
Aurora Cortez-Perez	Faculty	Faculty

Access

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

Access to education is defined by the "percentage of each population group that is enrolled to the percentage of that group in the adult population within the community served." This participation rate compares the population enrolled in credit courses within the Compton Center to the population of people living within its service area. The service area population is estimated based on the *2012 American Community Survey (ACS),* 5-year estimates for zip codes that have their centroid (more than half of the zip code region) within a 7.5 mile radius of the Compton Center. The service area is demonstrated in the figure below. Where possible, community data is restricted to the adult population, age 18 to 64 to better reflect the population who utilizes the Compton Center.

The metric used to identify disproportionate impact is the proportionality index which compares the percentage of the total population for each subgroup to their relative percentage within the student population enrolled. The student population used are students who enrolled in credit courses at Compton Center during the Fall 2012 or Spring 2013 terms.

Values of the proportionality index close to 1 indicate that the subgroup has a similar composition within the student population as it does with in the community population. Values larger than 1 means the subgroup is over-represented within the student population relative to the community population. Values under 1 mean the subgroup is under-represented within the student population relative to the community population.

El Camino College Compton Center Service Area
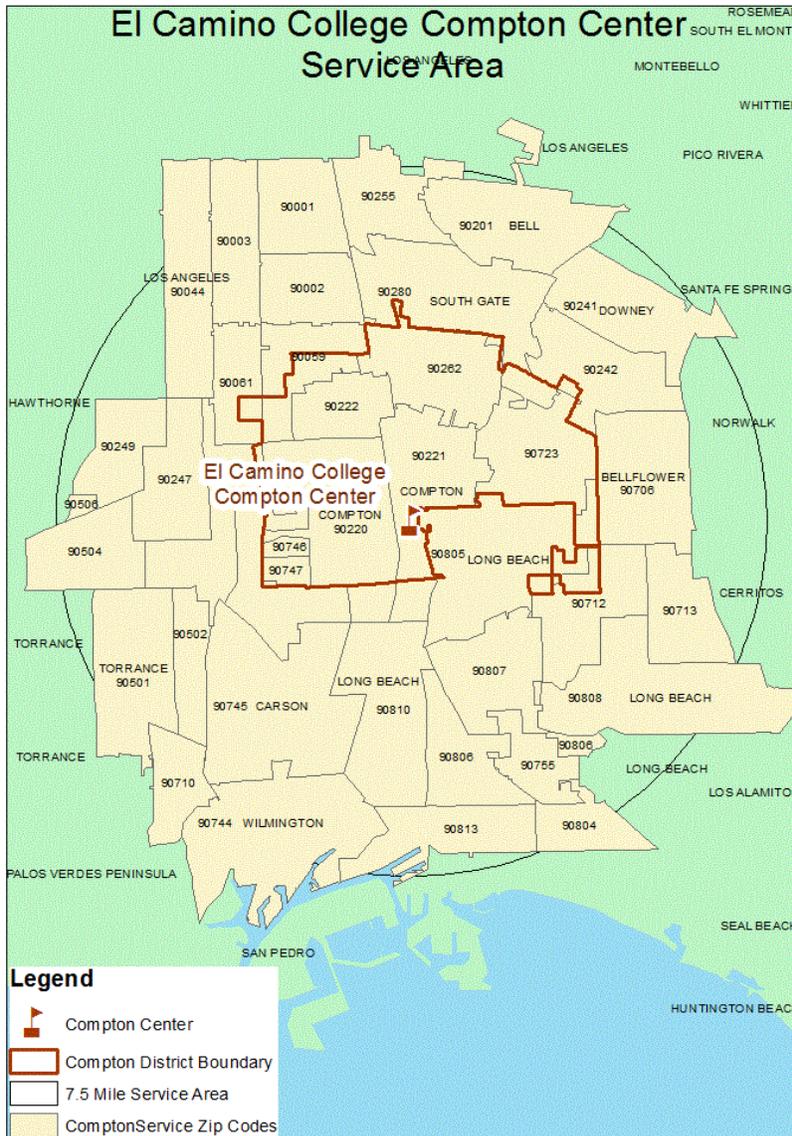
Gender

The population of males and females in the community is calculated based on ACS estimates for 18 to 64 year old adults in the selected zip codes. There is very little difference in the gender makeup of the population. Females, however, make up a disproportionate percentage of the student population. Females have a proportionality index of 1.24 and males have an index of 0.75 indicating that males are underserved by the Compton Center.

Gender	Population	Headcount	Proportionality Index
Female	558,332	6,937	1.24
Male	531,317	3,986	0.75

Ethnicity

The ethnic composition of the population is calculated based on ACS estimates for all people in the selected zip codes, rather than just those in the 18 to 64 age group. When compared to the representative populations in the community, Asian, Latino, and White students are being under-represented on campus in terms of access to courses at the Compton Center. African-American students are over-represented relative to the community population.

Ethnicity	Population	Headcount	Proportionality Index
African-American	255,026	4,231	2.69
Asian	153,186	757	0.80
Latino	1,129,843	4,907	0.70
Nat. Amer./Alas.	2,826	21	1.21
Pacific Islander	9,573	94	1.59
Two or More	32,111	337	1.70
White	186,505	445	0.38
Other	3,758	132	5.70

Disability Status

The service area population with an identified disability is calculated based on ACS estimates for 18 to 64 year old adults in the selected zip codes. Students who identify themselves as having a learning or physical disability with the Special Resource Center are grouped together as students with an identified disability. Relative to the service area population, this group is being greatly underserved in terms of the accessing Compton Center courses.

Disability Status	Population	Headcount	Proportionality Index
No disability identified	992,455	10,642	1.06
Identified disability	91,879	282	0.30

Economic Disadvantage

Students with an economic disadvantage are identified based on meeting at least one indicator including eligibility for a Board of Governor's (BOG) Fee Waiver, Pell Grants, CalWORKS, and Vocational and Technical Act (VTEA) economic disadvantage status. Service area population estimates for economically disadvantaged people are based on all people estimated to be living below the 150% of Federal Poverty Level threshold. In 2012, a family income of less than $34,500 for a family of four would fall below the 150% of the Federal Poverty Level. The 150% of poverty was chosen because that is an indicator for eligibility for the BOG Fee Waiver and Pell Grants which are used to identify students who are economically disadvantaged. Economically disadvantaged students are not being underserved in terms of accessing El Camino College Compton Center for courses. This may even be an undercount if eligible students do not apply for the programs used to flag disadvantaged status.

Economic Disadvantage Status	Population	Headcount	Proportionality Index
No economic disadv identified	1,100,055	5,673	0.83
Identified economic disadvantage	656,377	5,251	1.29

Veterans

Veterans and their dependents are identified as groups to monitor for disproportionate impact. Estimates for veterans in the service area are calculated for the population between 18 and 64 years old. Veteran status for students is calculated for those students who are veterans or dependents of veterans seeking services.

Veterans are not accessing the college at the same rates as the general population.

Veteran Status	Population	Headcount	Proportionality Index
Veterans	30,357	158	0.52
Non veterans	1,053,977	10,698	1.01

Foster Youth

Foster youth estimates in the community are based on reports from the Department of Children and Family Services Compton office which serves a large part of the Compton Center service area. Estimates include people with extended Foster Care case files (AB12 Youth Tracking Report) and the Compton Office Profile. Combined, these reports account for Foster Youth aged 16 to 21 within the area. Foster youth at the Compton Center are identified if a student has ever self-identified as a being in Foster Care.

Foster Youth seem to be over-represented in terms of access and enrollment, however this should be taken cautiously as it is difficult to get accurate counts of the Foster Youth living in the community.

Foster Care Status	Population	Headcount	Proportionality Index
Foster Youth	367	67	18.13
Non foster youth	1,053,977	10,698	1.01

Student Groups Under-represented on Campus

The table below lists the student groups under-represented within the student population relative to the community population.

Student Group	Proportionality Index
Identified Disability	0.30
White	0.38
Veterans	0.52
Latino	0.70
Males	0.75
Asian	0.80

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A. Compton Center seeks to increase the enrollment of males and veterans by improving the proportionality index by 5% by fall 2020.

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

Target Populations	Current Proportionality Index	Student Headcount in 2012-2013	Proportionality Index Goal for 2019-2020	Approximate Student Headcount in 2020
Veterans	0.52	158	0.57	166 (8 more)
Males	0.75	3,986	0.80	4,186 (200 more)

Based on the 2012 American Community Survey (ACS), the Compton Community College District is 48.8% male. However in fall 2014, the Center's student population was only 36.6% male.

ACTIVITIES: A. ACCESS

A.1   Improve Enrollment of Men and Veterans

• *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

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

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

ID	Target Group	# of Students Affected
A.1	Veterans	200
	Males	2,820

- *Activity Implementation Plan*

  In conjunction working with the Office of Student Equity and Outreach staff at the Center, we will hold targeted outreach events to increase the awareness of the importance of education within these communities. Both the Office of Student Equity and Outreach will establish a partnership with local community groups including Veterans' groups. Specialized publications and outreach materials will be created.

  In addition to the outreach activities, a speaker's series will be offered including a conference geared toward male high school seniors to highlight the educational opportunities at the Compton Center.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Fall 2015 – Fall 2017	$50,396	

- *Link to Goal*

The outreach activities are designed to increase the presence of Compton Center in the community and inform them of the opportunities available.

- *Evaluation*

Data will be examined to identify enrollment increase once activities are implemented. This analysis will also assess where there is a need for more efforts or changes in implementation. Different groups might improve while others do not, which would be important in targeting specific age or ethnic groups within our targeted populations.

A.2 Youth Empowerment Strategies for Success (YESS) Program

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

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

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

ID	Target Group	# of Students Affected
A.2	Foster Youth	367

- *Activity Implementation Plan*

The YESS program will designate trained workshops to maintain, if not increase, the number of foster youth students that enroll in classes at the Compton Center. The goal is to fully develop the YESS program and continue working with community partners to educate and train foster youth students on life skills, financial literacy, education, career options and Independent living skills. Student Services Advisor will assist prospective YESS students with the admissions process and will staff outreach booths at community events and locations throughout the district. Efforts are geared to improve foster outreach programs for continuing and prospective foster youth students on campus for ultimate student success.

The activity will provide foster youth in the local community and potential foster youth Compton Center students with information concerning college programs, services, financial assistance, academic expectations, instructional assistance, course scheduling. and institutional procedures. Make appropriate referrals to available support services & curriculum offerings. Encourage first-time foster youth students and continuing foster youth students to enroll full-time unit loads when practical and provide guidance, interest inventories/skill assessments to assist them in identifying educational/career goals early. Increase foster youth student success, and community awareness of Compton Center CTE certificates, degrees and career options, including preparation for advanced training and the upgrading of existing skills as well as transferring to a four year university.

The Student Services Advisor represents the Compton Center in a number of initiatives on and off campus. The Student Services Advisor serves as a role model and mentor to current and prospective foster youth students. The Student Services Advisor will facilitate the enrollment process for new and current foster youth students including workshops to complete the Compton Center's application, new student orientation, assessment and coordinating education plans with the counseling liaison. In addition, the Adviser also assists in connecting students with student support services, programs and resources on campus such as Financial Aid, EOPS, Special Resource Center, Transfer/Career Center and Student Success Center. The Advisor also assists in outreach efforts, representing the college in foster youth outreach events, as well as in-reach efforts on campus wide events (athletics, transfer fairs, and other campus activities), to promote foster youth student success. The YESS Student Services Advisor is a liaison for foster youth students and the Compton Center's faculty and staff to promote programs, services and ultimately student success.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Spring 2016 to Spring 2020	$66,790	YESS funds?

- *Link to Goal*
  The number of foster youth at the Compton Center appears very low relative to the population. This activity is designed to raise awareness of the benefits available to foster youth in order for them to further their education.

- *Evaluation*
The success of this project will be measured by the following:
  - Number of training hours offered in
    - o Daily Living Skills
    - o Education
    - o Employment
    - o Financial Literacy
  - Number of participants. Participants will be identified through ID each time they participate in the activity to create a cohort group.
  - Unique Participants (current foster youth, transitioned foster youth, non-minor dependent youth, and adults). To ensure that foster youth are participating but to allow other students with support needs to take part. Demographic information will be collected from students.
  - Number of one-on-one hours.
  - Number of foster youth currently enrolled in college. To evaluate if there is attainment of current students and an increase of new foster youth enrollments.

- Number of youth who have completed one or more college courses. A cohort group can be followed throughout their academic career at Compton to compare their success and retention rates to other students. This can include a control group of all other students or a smaller group that compares the cohort to past foster youth cohorts not affected by the activity.
- Number of youth who have earned a vocational certificate, two year degree, or transferred to a four year institution. This can also be compared to previous cohorts to assess an increase in retention and success in courses that would lead to degree and certificate attainment.

A.3 First Year Experience Student Ambassadors Program

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

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

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

ID	Target Group	# of Students Affected
A.3	Males	200

- *Activity Implementation Plan*

The First Year Experience (FYE) Coordinator will facilitate the FYE Student Ambassador Program, and coordinate activities for the student ambassadors such as meetings, FYE outreach and recruitment efforts, with in respect to identifying prospective male students to the program and the college.

The FYE Student Ambassador Program will consist of 5 former FYE students who will serve as credible resources for prospective and new FYE students at the Compton Center. By sharing their experiences and tips, they will support all prospective and current FYE students in and outside of the classroom. In addition they will visit local high schools, participate in high school college fairs, conduct campus tours, and regularly follow up with prospective and new FYE students throughout the semester.

In addition to direct communication with prospective male students, Ambassadors will share marketing material (flyers, brochures, booklets) to educate these high school seniors throughout the year about FYE and Compton College and its matriculation process. This program occurs throughout the academic year, from January through December. Prospective FYE Student Ambassadors will be trained by taking a 1 unit 6 week Tutor Training Course (TT 200) which has tutoring and mentoring components. The course is a PASS/NO PASS course.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Spring 2016-Fall 2018	$7,000	

- *Link to Goal*
  Increase male students to enroll in First Year Experience Program and register for classes at the Compton Center. Assist with recruitment efforts to recruit male students and retention efforts of this student population.

- *Evaluation*

The Institutional Research and Planning office will assist the First Year Experience Program in monitoring and evaluating the Student Ambassador Program by tracking enrollment trends longitudinally to monitor disproportionate impact on access to enrollment, with special attention given to measuring the growth of the male students the Compton Center. In addition, the number of male high school students reached through outreach, the number of enrollment applications received, and enrollment trends will also continue to be tracked to properly and holistically assess progress with regard to increasing access to higher education for males.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

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

Rate	Denominator	Numerator
Course Completion	The # of courses students enrolled in and were present in on census day in the term.	The number of courses in which students earned an A, B, C, or Pass in the term.

Data for course completion is grouped into four categories: all credit courses, credit-basic skills courses, credit-developmental courses, and credit-transferable courses for students who enrolled during the Fall 2014 or Spring 2015 terms.

For the remaining outcomes, the Percentage Point Gap method will be used to identify equity gaps. The percentage point gap method compares the rate for each disaggregated subgroup to the rate for all students. According to this method, a "-3 percentage point gap or greater" is evidence of a disproportionate impact. Though this is an arbitrary designation, it serves as a reasonable strategy for identifying unequal outcomes that would benefit from further discussion.

Gender

There is only a slight difference in the successful course completion outcomes for males and females in any of the categories. The biggest difference between the two groups is in basic skills where males perform at lower rates.

Category	Gender	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	Female	21,882	13,773	62.9%	0.2%
	Male	12,890	8,032	62.3%	-0.4%
	Total	*34,772*	*21,805*	*62.7%*	
Credit Courses: Basic Skills	Female	2,386	1,342	56.2%	1.7%
	Male	1,287	659	51.2%	-3.3%
	Total	*3,673*	*2,001*	*54.5%*	
Credit Courses: Developmental	Female	3,027	1,697	56.1%	.9%
	Male	1,644	880	53.5%	-1.7%
	Total	*4,671*	*2,577*	*55.2%*	

Credit Courses: Transfer Level	Female	16,469	10,734	65.2%	0.0%
	Male	9,959	6,493	65.2%	0.0%
	Total	*26,428*	*17,227*	*65.2%*	

Ethnicity

Ethnicity is a factor which demonstrates evidence of a disproportionate impact for African-American, Native American/Alaskan Native, Pacific Islander and two or more ethnic group students. White and unknown ethnicity students are disproportionally impacted in basic skills credit courses.

Category	Ethnicity	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	African-American	12,228	6,828	55.8%	-6.9%
	Asian	1,161	960	82.7%	20.0%
	Latino	19,267	12,710	66.0%	3.3%
	Nat. Amer./Alas.	37	16	43.2%	-19.5%
	Pacific Islander	252	105	41.7%	-21.0%
	Two or More	939	559	59.5%	-3.2%
	White	753	546	72.5%	9.8%
	Unknown	140	85	60.7%	-2.0%
	Total	*34,777*	*21,809*	*62.7%*	
Credit Courses: Basic Skills	African-American	1,454	642	44.2%	-10.3%
	Asian	39	30	76.9%	22.4%
	Latino	1,998	1,246	62.4%	7.9%
	Nat. Amer./Alas.	1	1	100.0%	45.5%
	Pacific Islander	48	17	35.4%	-19.1%
	Two or More	93	47	50.5%	-4.0%
	White	37	17	45.9%	-8.6%
	Unknown	3	1	33.3%	-21.2%
	Total	*3,673*	*2,001*	*54.5%*	
Credit Courses: Developmental	African-American	1,402	675	48.2%	-7.0%
	Asian	80	61	76.3%	21.1%
	Latino	2,954	1,728	58.5%	3.3%
	Nat. Amer./Alas.	4	2	50.0%	-5.2%
	Pacific Islander	32	12	37.5%	-17.7%
	Two or More	113	49	43.4%	-11.8%
	White	67	40	59.7%	4.5%

	Unknown	19	10	52.6%	-2.6%
	Total	*4,671*	*2,577*	*55.2%*	
Credit Courses: Transfer Level	African-American	9,372	5,511	58.8%	-6.4%
	Asian	1,042	869	83.4%	18.2%
	Latino	14,315	9,736	68.0%	2.8%
	Nat. Amer./Alas.	32	13	40.6%	-24.6%
	Pacific Islander	172	76	44.2%	-21.0%
	Two or More	733	463	63.2%	-2.0%
	White	649	489	75.4%	10.2%
	Unknown	118	74	62.7%	-2.5%
	Total	*26,433*	*17,231*	*65.2%*	

Disability Status

Students with an identified disability show evidence of disproportionate impact in basic skills and developmental course completion.

Category	Disability Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	No disability identified	33,661	21,136	62.8%	0.1%
	Identified disability	1,116	673	60.3%	-2.4%
	Total	*34,777*	*21,809*	*62.7%*	
Credit: Basic Skills	No disability identified	3,414	1,876	55.0%	0.5%
	Identified disability	259	125	48.3%	-6.2%
	Total	*3,673*	*2,001*	*54.5%*	
Credit: Developmental	No disability identified	4,541	2,518	55.5%	0.3%
	Identified disability	130	59	45.4%	-9.8%
	Total	*4,671*	*2,577*	*55.2%*	
Credit: Transfer Level	No disability identified	25,706	16,742	65.1%	-0.1%
	Identified disability	727	489	67.3%	2.1%
	Total	*26,433*	*17,231*	*65.2%*	

Economic Disadvantage

Students with an identified economic disadvantage based on BOG Fee Waivers, Pell Grants, CalWORKS, and VTEA status do not show disproportionate impact in successful course completion when compared to those who have not been identified as having an economic disadvantaged status. In fact, students without an economic disadvantage showed disproportionate impact in basic skills and developmental course completion.

Category	Economic Disadv. Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	No economic disadv identified	12,104	7,295	60.3%	-2.4
	Identified economic disadvantage	22,673	14,514	64.0%	1.3
	Total	*34,777*	*21,809*	*62.7%*	
Credit Courses: Basic Skills	No economic disadv identified	1,104	519	47.0%	-7.5
	Identified economic disadvantage	2,569	1,482	57.7%	3.2
	Total	*3,673*	*2,001*	*54.5%*	
Credit Courses: Develop-mental	No economic disadv identified	1,425	741	52.0%	-3.2
	Identified economic disadvantage	3,246	1,836	56.6%	1.4
	Total	*4,671*	*2,577*	*55.2%*	
Credit Courses: Transfer Level	No economic disadv identified	9,575	6,035	63.0%	-2.2
	Identified economic disadvantage	16,858	11,196	66.4%	1.2
	Total	*26,433*	*17,231*	*65.2%*	

Veterans

Veterans and dependents of veterans successfully complete courses at a similar rate as the general population with the exception of developmental credit courses.

Category	Veteran Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	Veteran	212	134	63.2%	0.5%
	Non Veteran	34,565	21,675	62.7%	0.0%
	Total	*34,777*	*21,809*	*62.7%*	
Credit Courses: Basic Skills	Veteran	20	11	55.0%	0.5%
	Non Veteran	3,653	1,990	54.5%	0.0%
	Total	*3,673*	*2,001*	*54.5%*	
Credit Courses: Developmental	Veteran	21	6	28.6%	-26.6%
	Non Veteran	4,650	2,571	55.3%	0.1%
	Total	*4,671*	*2,577*	*55.2%*	
Credit Courses: Transfer Level	Veteran	171	117	68.4%	3.2%
	Non Veteran	26,262	17,114	65.2%	0.0%
	Total	*26,433*	*17,231*	*65.2%*	

Foster Youth

Foster youth complete at much lower rates than the general population, completing courses half or less of their course enrollments.

Category	Foster Youth Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	Foster Youth	388	179	46.1%	-16.6%
	Non Foster Youth	34,389	21,630	62.9%	0.2%
	Total	*34,777*	*21,809*	*62.7%*	
Credit Courses: Basic Skills	Foster Youth	68	25	36.8%	-17.7%
	Non Foster Youth	3,605	1,976	54.8%	0.3%
	Total	*3,673*	*2,001*	*54.5%*	
Credit Courses: Developmental	Foster Youth	58	29	50.0%	-5.2%
	Non Foster Youth	4,613	2,548	55.2%	0.0%
	Total	*4,671*	*2,577*	*55.2%*	
Credit Courses: Transfer Level	Foster Youth	262	125	47.7%	-17.5%
	Non Foster Youth	26,171	17,106	65.4%	0.2%
	Total	*26,433*	*17,231*	*65.2%*	

Student Groups Experiencing the Greatest Gaps in Course Completion

The tables below show the student groups with a "-3 percentage point gap or greater" *in Course Completion. The Number of Course Completions "Lost" is calculated by multiplying the Percentage Point Gap with the number of Course Enrollments. This is the same number of courses that, if they had been passed, would have closed the equity gap.*

All Credit Courses

Student Group	Percentage Point Gap	Course Enrollments	Number of Course Completions "Lost"
Pacific Islander	-21.0%	252	53
Nat. Amer./Alas.	-19.5%	37	8
Foster Youth	-16.6%	388	65
African-American	-6.9%	12,228	844
Two or More	-3.2%	939	31

Credit Courses: Basic Skills

Student Group	Percentage Point Gap	Course Enrollments	Number of Course Completions "Lost"
Unknown	-21.2%	3	1
Pacific Islander	-19.1%	48	10

Foster Youth	-17.7%	68	13
African-American	-10.3%	1,454	150
White	-8.6%	37	4
Identified disability	-6.2%	259	17
Two or More	-4.0%	93	4
Male	-3.3%	1,287	43

Credit Courses: Developmental

Student Group	Percentage Point Gap	Course Enrollments	Number of Course Completions "Lost"
Veteran	-26.6%	21	6
Pacific Islander	-17.7%	32	6
Two or More	-11.8%	113	14
Identified disability	-9.8%	130	13
African-American	-7.0%	1,402	99
Foster Youth	-5.2%	58	4
Nat. Amer./Alas.	-5.2%	4	1

Credit Courses: Transfer Level

Student Group	Percentage Point Gap	Course Enrollments	Number of Course Completions "Lost"
Nat. Amer./Alas.	-24.6%	32	8
Pacific Islander	-21.0%	172	37
Foster Youth	-17.5%	262	46
African-American	-6.4%	9,372	600

District: _____   **College**: _____

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

Increase course completion by 5% within five years for African Americans, Pacific Islander, and for students who have identified themselves as foster youth and disabled.

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

All Credit Courses

Target Population(s)	Current Gap	Year	Goal*	Goal Year
African American	-6.9%	2014-2015	-4.1% (≈342 more completions)	2020
Pacific Islander	-21.0%	2014-2015	-18.7% (≈6 more completions)	2020
Foster Youth	-16.6%	2014-2015	-14.3% (≈9 more completions)	2020

Credit Courses: Basic Skills

Target Populations	Current Percentage Point Gap	Course Completion Rate in 2014-2015	Percentage Point Gap Goal for 2019-2020	Approximate Course Completion Rate in 2019-2020
African American	-10.3%	44.2%	-8.1%	46.4% (≈33 more completions)
Pacific Islander	-19.1%	35.4%	-17.0%	37.5% (≈1 more completions)
Foster Youth	-17.7%	36.8%	-14.8%	39.7% (≈2 more completions)
Identified Disability	-6.2%	48.3%	-3.5%	51.0% (7≈ more completions)

Credit Courses: Developmental

Target Populations	Current Percentage Point Gap	Course Completion Rate in 2014-2015	Percentage Point Gap Goal for 2019-2020	Approximate Course Completion Rate in 2019-2020
African American	-7.0%	48.2%	-4.6%	50.6% (≈34 more completions)
Pacific Islander	-17.7%	37.5%	-14.6%	40.6% (≈1 more completions)
Foster Youth	-5.2%	50.0%	-1.75%	53.5% (≈2 more completions)
Identified Disability	-9.8%	45.4%	-7.5%	47.7% (≈3 more completions)

Credit Courses: Transfer Level

Target Populations	Current Percentage Point Gap	Course Completion Rate in 2014-2015	Percentage Point Gap Goal for 2019-2020	Approximate Course Completion Rate in 2019-2020
African American	-6.4%	58.8%	-3.5%	61.8% (≈276 more completions)
Pacific Islander	-21.0%	44.2%	-18.7%	46.5% (≈4 more completions)
Foster Youth	-17.5%	47.7%	-14.8%	50.4% (≈7 more completions)

ACTIVITIES: B. COURSE COMPLETION

B.1 Initial Assessment – Diagnostics

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

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

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

ID	Target Group	# of Students Affected
B.1	Pacific Islander	94
	African American	2695
	Identified Disability	282

- *Activity Implementation Plan*
This activity will be driven by 5 math faculties to create diagnostic tests for each math class offered at the Compton Center. The diagnostic tests will be implemented in all math courses during the first week of instruction. The diagnostic test will evaluate the skills that the students lack to be successful in the particular math class. The test will also allow the instructor to adjust his teaching in order to address skill deficiencies. The test will also allow for the instructor to address topics that the students need more time on. The test will provide the instructor the information necessary to arrange for additional tutoring and/or computer

exercises for students to practice. The end of the semester diagnostic will measure how well the students have mastered the skills that they have learned as they move on to the next Math class. At the end of the same diagnostic test will be given to measure how the students do with the topics that they were weak on. The tests will not be part of the student's grade but will be used by instructors to identify student's deficiencies in the material and create a benchmark for the instructor.

The project also aims at improving the student success rates in math courses by creating consistent outcomes that meet the SLO requirements for the course. Through this test we seek for our students to have a more uniform grasp of the mathematical concepts, which will guarantee a greater success in the next course and therefore ensuring equity among all Compton Center students. This project should also reveal if additional training needs to be done for our full-time and part-time faculty. This activity will be implemented starting the fall 2016 semester.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.1	Fall 2016 – Fall 2017	$ 6,000	

- *Link to Goal*

Students who demonstrate entry level deficiencies will be provided additional support: instructor spending additional time on topics that are difficulty for students, promoting tutoring and computer practice to address these deficiencies.

- *Evaluation*

Students will take the same multiple choice diagnostic test at the start of the semester and the end of the semester. In addition, a final exam that can access the mastery of the topics taught in the course will be used to compare outcomes. We are interested in comparing pre-test total to post-test total thus we will use a paired t-test or a Wilcoxon Signed-Rank depending on the results of the data to measure whether their population mean ranks differ.

We hypothesize that after the students have taken the course their diagnostic test score will be higher and thus they will differ from the pre-test. Students that take part in the activity will be compared to other students that have not taken part in the intervention and compare their outcome scores. Students' success in the course can also be compared to previous semesters when the activity

was not implemented. However, this will only create maximum positive change if the instructor modifies his or her teaching, provides additional tutorial directions and computer practice. Faculty will have to be trained an assessed on their implementation of the new teaching methods. Their overall class success can be compared to previous semesters' courses they have taught as well. A checklist or syllabi reformatting for specific classes would be beneficial to gather what new techniques or adjustments implemented. A year or two after the implementation of the diagnostic test courses success rates should be reviewed and compared to prior execution of the test to analyze the effects of the project.

B.2 Textbook Loan program

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

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.2	African Americans	2695
	Pacific Islanders	94
	Hispanic/Latino	4158
	Former Foster Youth	67

- *Activity Implementation Plan*

Increase course completion rates in all courses, particularly where the success and completion rates are low for the targeted population.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Spring 2016-Fall 2017	$5,000	

- *Link to Goal*

  Many students either do not register for classes or withdraw within the first two weeks because they lack textbooks, this activity will assist students in retention and course completion.

- *Evaluation*

Quantitative data will be collected each semester to measure how students who were loaned textbooks performed either by course completion and success. Student ID numbers will be collected when they borrow a book, which can then in turn create a group of students that are using this service. It will also allow for data on the time of day and time of the week that students are studying. It will also gather information on how long students check out a textbook. These students' previous success and completion history will also be used to determine if the program was successful in improving completing and success rates.

Student surveys will be used to collect qualitative data to show if the program helped students to complete courses. Survey items will include attitudinal items about the impact of this program on the students' experience. Questions that ask about the study habits, (Where books used in the library? Did students make copies to study later? Did students share a checked out book or study in groups?) It will also allow for open ended questions to find out in what ways the program can be improved. This qualitative data will allow the program to fine tune any discrepancies that may arise from its first implementation. This will allow it to be more beneficial to students and to grow in the future.

B.3 Supplemental Instruction Expansion

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	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
B.3	African Americans	2695

	Pacific Islanders	94
	Identified Disability	282
	Foster Youth	67

- *Activity Implementation Plan*

Identify, select and train new SI Coaches for the expansion of the Supplemental Instruction in Nursing, Child Development Education (CDE) and Career and Technical (CTE) courses. With the assistance of Institutional Research, assign SI Coaches to courses in a variety of Nurisng, CDE and CTE where completion and success rates are low for the targeted population. SI Coaches will offer peer to peer support throughout the academic year and serve as both mentors and academic support for our targeted student population. Essentially, the framework of the SI program places a SI coach into courses where they attend the class with students and facilitate 50 minute study strategies, group activities and test taking skills twice a week either before or after class.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	Spring 2016-Fall 2017	$81,808	BSI - $10,000

- *Link to Goal*
  The goal is to increase course completion rates for the targeted population in mentioned courses.

- *Evaluation*

One of the best practices of Supplemental Instruction is that it already has measuring tools to evaluate the success of the program. Therefore, quantitative data will be collected each semester and compared to sections of the same course that did not have Supplemental Instruction. These students' previous success and completion history will also be used to determine if the program was successful in improving completing and success rates.

Student and faculty surveys will be used to collect qualitative data. Student surveys will be used to collect qualitative data to show if the program helped students to complete courses. Survey items will include attitudinal items about the impact of this program on the students' and faculty experience. It will also allow for open ended questions to find out in what ways the program can be improved. This qualitative data will allow the program to fine tune any discrepancies that may arise from its first implementation. This will allow it to be more beneficial to students and faculty so it may grow in the future.

District: _____ **College**: _____

B.4 EOPS/CARE Peer Mentoring

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

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

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

ID	Target Group	# of Students Affected
B.5	African American	2695
	Hispanic/Latinos	4158

- *Activity Implementation Plan*

Provide EOPS/CARE students with peer mentors to increase access and course completion of probation and new EOPS/CARE students in the EOPS/CARE program.

The EOPS/CARE Director and staff will hire 10 peer mentors who will assist 40 EOPS/CARE students every semester from spring 2016 to spring 2017. Students who are on probation will be given priority over the new students in peer mentoring program.

 Scale of the activity/project:
Recruitment and Training of student peer mentors

The EOPS/CARE Director and EOPS/CARE staff and faculty will hire former or current EOPS/CARE students who have a least a 2.5 grade point average to be mentors. These peer mentors will help to increase access and course completion of probation and new EOPS/CARE students.

Peer mentors selected to be a part of the EOPS/CARE mentoring program will be given a two hour training to educate students about 1) EOPS/CARE program and philosophy 2) program and academic probation and 3) other campus community programs and services.

Student Mentees

The initial focus on the program will be to target students who are on probation followed by those who are new to the EOPS/CARE program.

Organized Activities

Program initiation meeting will take place allowing mentors and mentees the opportunity to meet each other in a social environment. Mentors will be assigned a group of mentees that they will be overseeing. The peer mentors will be responsible for maintaining a log and documenting the meeting with the EOPS/CARE students. Peer mentors will meet with the EOPS/CARE students at least twice a semester or more based on the need of the EOPS/CARE students. The EOPS/CARE student will complete an evaluation regarding the effectiveness of the peer mentoring program.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.4	Spring 2016 to Spring 2017	$7,000	

- *Link to Goal*

By providing peer mentors for EOPS/CARE students, an additional support system will be in place to educate probation and new students about utilizing services to increase student access and course completion.

- *Evaluation*

Assessment of students' knowledge of services available to them and of students' utilization of services provided can be assessed through a survey. A pre-test (given to students when they come in or sign up for services) can ask students about the services they have heard of or know about before they are given any mentoring services. Items in the post test will include questions about usage and knowledge of services as well as an evaluation of the services provided by the mentors. Increased success and retention rates of students participating in the program can be compared to those who are not. This can be analyzed using success and retention rates of EOPS/CARE students and comparing them to previous EOPS/CARE cohorts.

District: _____   College: _____

B.5 Foster Youth Winter Bridge to Success and Foster Care to College Day

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

x	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(s)	# of Students Affected
B.5	Foster Youth	360

- *Activity Implementation Plan*

 In order to bolster course/program completion, this program will provide continuous on-campus activities, workshops and counselor access to increase semester to semester enrollment. This plan also calls to host a semester to semester Foster Care to College event for current students and prospective foster students from local high schools. The event will offer a variety of informational resources and services focused on assisting them achieve course and school completion. A recent (2011) University of Chicago study shows that only 2.5% of foster care alumni graduate. In order to bolster this dismal graduation rate, we need to provide as many avenues to graduation success as possible.

For foster care youth, a break in the academic calendar represents an interruption in their studies as well as a lack of consistent adult interaction. Many studies have shown that the number one predictor of academic achievement for all youth is a sense of belonging. For foster youth, a particularly vulnerable population because of their itinerant backgrounds and lack of consistent and caring adult interaction, the Winter Bridge to Success will reinforce a cohort and community of other foster care alumni as well as provide access to dedicated counselors and faculty. We anticipate that the group, as well as individual, attention will increase retention and course completion.

District: _____   **College**: _____

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.6	Fall 2016 – Fall 2018	$9,000	

- *Link to Goal*

By offering this program and event foster students will increase course completion, this support system will inform them about utilizing services and resources offered by the campus community.

- *Evaluation*

Institutional Research will track student success and achievement for a two year period (Fall 2016 – Fall 2018) with a longitudinal tracking of foster youth students against the general population and non-participating foster youth. In addition a qualitative survey will be given to participants to offer feedback on experiences with this activity, particularly if students are completing their courses.

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. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
Basic Skills Completion	The number of students who complete a final basic skills course with an A, B, C or Pass in 2008-2009	The number of students that complete a degree applicable course with an A, B, C, or Pass in six years

Using data from the 2015 Scorecard, the following comparisons are for first-time students who took their first class in a basic skills sequence (English or math) during the 2008-2009 school year and subsequently completed the final course within that sequence. These students are tracked for 6 years to see if the outcome was achieved. A successful outcome in English is indicated by successful completion of a transfer level English course. A successful outcome for math is the successful completion of a transfer level or degree applicable level course.

Compton Center did not have enough students in the ESL cohort to be included in this section.

Gender

Female students have a lower completion rate when comes to basic skills math. The two groups have very similar rates in basic skills English.

Category	Gender	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	Female	686	140	20.4%	-1.1%
	Male	343	81	23.6%	2.1%
	Total	*1,029*	*221*	*21.5%*	
Basic Skills English	Female	597	161	27.0%	-0.3%
	Male	319	89	27.9%	0.6%
	Total	*916*	*250*	*27.3%*	

Ethnicity

In the math sequence, African-American and Pacific Islander students successfully complete the sequence at lowest rates.

Asian, African-American, Native American/Alaskan Native, and Pacific Islander students complete the English sequence at a lower rate than the average rate.

Category	Ethnicity	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	Asian	21	5	23.8%	2.3%
	African-American	574	97	16.9%	-4.6%
	Latino	359	96	26.7%	5.2%
	Nat. Amer./Alas.	*	*	33.3%	11.8%
	Pacific Islander	13	2	15.4%	-6.1%
	White	24	7	29.2%	7.7%
	Unknown	35	13	37.1%	15.6%
	Total	*1,029*	*221*	*21.5%*	
Basic Skills English	Asian	16	2	12.5%	-14.8%
	African-American	518	126	24.3%	-3.0%
	Latino	334	110	32.9%	5.6%
	Nat. Amer./Alas.	*	*	0%	-27.3%
	Pacific Islander	13	1	7.7%	-19.6%
	White	10	5	50.0%	22.7%
	Unknown	22	6	27.3%	0.0%
	Total	*916*	*250*	*27.3%*	

Disability Status

Students with an identified disability complete the basic skills math and English sequences at a lower rate than the average rate.

Category	Disability Status	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	No disability identified	978	212	21.7%	0.2%
	Identified disability	51	9	17.6%	-3.9%
	Total	*1,029*	*221*	*21.5%*	
Basic Skills English	No disability identified	866	240	27.7%	-0.4%
	Identified disability	50	10	20.0%	-7.3%
	Total	*916*	*250*	*27.3%*	

Economic Disadvantage

Economically disadvantaged students performed much better than the students without an identified economic disadvantage in completing the basic skills math and English sequences.

Category	Economic Disadv. Status	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	No economic disadv identified	282	47	16.7%	-4.8%
	Identified economic disadvantage	747	174	23.3%	1.8%
	Total	*1,029*	*221*	*21.5%*	
Basic Skills English	No economic disadv identified	253	44	17.4%	-9.9%
	Identified economic disadvantage	663	206	31.1%	3.8%
	Total	*916*	*250*	*27.3%*	

Veterans

There are not enough Veterans identified in the basic skills cohorts to compare outcomes with the general population.

Foster Youth

There are not enough Foster Youth identified in the basic skills cohorts to compare outcomes with the general population.

Student Groups Experiencing the Greatest Gaps in Basic Skills Completion

The tables below show the student groups with a "-3 percentage point gap or greater" in Basic Skills Completion. The Number of Students "Lost" is calculated by multiplying the Percentage Point Gap with the number of Students. This is the same number of students that, if they had completed the Basic Skills sequence, would have closed the equity gap.

Basic Skills Math

Student Group	Percentage Point Gap	Students	Number of Students "Lost"
Pacific Islander	-6.1%	13	1
African-American	-4.6%	574	27
Identified disability	-3.9%	51	2

Basic Skills English

Student Group	Percentage Point Gap	Students	Number of Students "Lost"
Nat. Amer./Alas. Nat.	-27.3%	*	1
Pacific Islander	-19.6%	13	3
Asian	-14.8%	16	3
Identified Disability	-7.3%	50	4
African-American	-3.0%	518	16

District: _____   **College**: _____

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

GOAL C.

Increase basic skills pathway completion by 5 % within 5 years for African American, Pacific Islander, and identified students with disabilities.

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

Basic Skills Math

Target Populations	Current Percentage Point Gap	Completion Rate in 2015 Scorecard	Percentage Point Gap Goal for 2019-2020	Approximate Completion Rate in 2020 Scorecard
African American	-4.6%	16.9%	-3.7%	17.8% (5 more completions)
Pacific Islander	-6.1%	15.4%	1.6%	23.1% (1 more completions)
Identified Disability	-3.9%	17.6%	-1.9%	19.6% (1 more completions)

Basic Skills English

Target Populations	Current Percentage Point Gap	Completion Rate in 2015 Scorecard	Percentage Point Gap Goal for 2019-2020	Approximate Completion Rate in 2020 Scorecard
African American	-3.0%	24.3%	-1.6%	25.7% (7 more completions)
Pacific Islander	-19.6%	7.7%	-11.9%	15.4% (1 more completions)
Identified Disability	-7.3%	20.0%	-5.3%	22.0% (1 more completions)

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1   Just in Time Workshops

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical		Curriculum/Course Development or		Direct Student Support

	Program		Adaptation		
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
C.1	African Americans	2695
	Pacific Islanders	94
	Identified disability	282
	Foster Youth	67

- **_Activity Implementation Plan_**

The purpose of the project is to create a series of mathematics workshops to increase student success as well as promote equity for underrepresented students. This project will be supported by a team of 6 math faculty who will rotate the facilitation of the workshops. The workshops will be open to all students; however the project will focus on African Americans, Pacific Islanders, individual with disabilities, and former foster youth.

The workshops will be conducted by faculty in the mathematics department and will be offered generally around the third or fourth week of instruction to assist students struggling. These intrusive workshops will include material from basic math to developmental level mathematics (Math 12 to Math 73). Our students will benefit from these workshops because many take breaks between their courses or they barely meet the requirements to pass the course. For example, in Math 23 and 40 this past spring semester the percentage of student who earned a "C" in the course was higher than those who earned either an "A" or "B" implying many of the students progressing to the next level are do not show mastery of the skills in the course. Therefore, many of the students in Math 23 or 40 level perform poorly in the next course because their knowledge of the material is not sufficient to be successful in the next course. This does not include the potential of improving the success rate of each course. The "Just in Time Workshops" will be designed to alleviate the students' weakness of the material by reviewing the material the student learned or is currently learning.

Course	Grade "A"	Grade "B"	Grade "C"	Success Rate
Math 23	26.03%	31.96%	42.01%	48%
Math 40	20.25%	32.28%	47.47%	40%

(Source : http://www.elcamino.edu/administration/ir/docs/acadperformance/SuccRetentionSP15Course CEC1.pdf

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Spring 2016 through Spring 2017	$7,500	

- *Link to Goal*

  Students who are struggling with the class material will be encouraged to participate in the workshops to strengthen their knowledge of the material which will result in more students successfully completing the basic skills courses.

- *Evaluation*

Part 1. In each workshop students will start with a quick diagnostic quiz (3-5 questions will be provided) to assess their prior knowledge of the material. These quizzes will be tailored to the student's course and topical needs. The student will then participate in a 40 minute workshop. After the workshop, the student will participate in a post-quiz composed of similar questions to the diagnostic quiz to measure their understanding of the material covered in the workshop. This type of evaluation will measure the effectiveness of individual workshops; we can also improve the project in the future with the result of these quizzes.

Part 2. Each workshop will have attendance sheets that will be collected by the project lead. At the end of the semester students who attended more than 3 workshops during the semester will have their names forwarded to Institutional Research where their success in the course will be evaluated. Since the "Just in Time Workshops" are optional only students who are active participants will be part of the study to generate significant data.

Part 3. Previous course rates can also be used to compare to courses where students participated in the workshops.

C.2 Math Academies
- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	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	Pacific Islander	94
	African American	2695
	Identified Disabilities	282

- *Activity Implementation Plan*

The Math Academies will give students the second chance to perform to their highest potentials by retaking the placement test after a three-week (Summer Session) or a two-week (Winter Session) session to review and refresh on their math skills.

Brief Description of Activity/Justification: To provide our students with the following opportunities:

1) Cut one or more semesters of math course(s)
2) Study Math in a friendly and stress-free environment
3) Learn how to study efficiently
4) Be well prepared for placement test
5) Learn to succeed in your next math course
6) Take a FREE 2-weeks math refresher course and retake the placement test.

The curriculum of the Math Academy consist of the followings:

a) Mathematics inside classroom including lecture, presentations, group work, class work, peer teaching, and peer tutoring.
b) Mathematics Lab, MyMathTest, is where students are being assess for their weaknesses and assigned practice questions for practices by taking the diagnostic evaluation.
c) Peer Tutors inside and outside classroom
d) Human Development will focus on study skills and how to be an El Camino student holistically.

Scale of the activity/project

My projection of the Math Academy is to offer as the following sections at a cost of an average of $6,500.00 per section.

1) 2016 Summer Math Academies
   a. Math 12 (1 section)
   b. Math 23 (1 section)

        c. Math 40 (2 sections)
        d. Math 73/80 (1 section)
    2) 2017 Winter Math Academies
        a. Math 12 (1 section)
        b. Math 23 (1 section)
        c. Math 40 (1 section)

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.2	Summer 2016 – Summer 2017	$19,000	BSI - $13,000

- *Link to Goal*

  The project will provide students from the targeted groups to take the Math Academies to cut down on the number of semesters they will take to move through the pipeline to transfer level Math.

- *Evaluation*

  Assessment will take on several forms.

  First: By the number of students who assess into a higher level math class upon completion of the academy.
  Second: Number of students who successfully complete the higher level math class
  Third: A more longitudinal study of how Math Academy student's progress through their math studies.

C.3   **English Bridge Program**

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.):

	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.3	African Americans	2695
	Pacific Islanders	94
	Identified Disability	282
	Foster Youth	67

- *Activity Implementation Plan*

The English Bridge Program will give students the second chance to perform to their highest potentials by retaking the placement test after a three-week (Summer Session) or a two-week (Winter Session) session to review and refresh their English/Reading skills.

Brief Description of Activity/Justification: To provide our students with the following opportunities:
1)   Cut one or more semesters of English/Reading course(s)
2)   Study English in a friendly and stress-free environment
3)   Learn how to study efficiently
4)   Be well prepared for placement test
5)   Learn to succeed in your next English/Reading course
6)   Take a FREE 2 or 3 week English/Reading refresher course and retake the placement test.

The curriculum of the English Bridge Program consist of the followings:
a)   English/Reading inside classroom including lecture, presentations, group work, class work, peer teaching, and peer tutoring.
b)   Reading Lab and Plato Assessment Tests where students are being assess for their weaknesses and assigned practice questions for practices by taking the diagnostic evaluation.
c)   Peer Tutors inside and outside classroom
d)   Human Development will focus on study skills and how to be an El Camino student holistically.

        Scale of the activity/project
The projection of the Summer Bridge Program is to offer as the following sections at a cost of an average of $6,500.00 per sessions.
1)   2016 Summer English Bridge Program
        a.   English C/80 (1 section)
        b.   English B/82 (2 section)

  c. English A/84 (2 section)

2) 2017 Winter English Bridge Program
  a. English C/80 (1 section)
  b. English B/82 (2 section)
  c. English A/84 (2 sections)

ID	Planned Start and End Date(s)	22	Other Funds**
C.3	Summer 2016 – Summer 2017	$19,000	BSI - $10,000

- *Link to Goal*

The project will provide students from the targeted groups to take the Summer English Bridge Program to cut down on the number of semesters they will take to move through the pipeline to transfer level English.

- *Evaluation*

Assessment will take on several forms.

First: Students will be given a survey to gather information on their experiences. They will also be asked if their study habits or expectations changed as they went through this activity. The qualitative data in the form of student surveys will be collected at the end of each session. Quantitative data will be collected and analyzed each semester. Follow-up will be conducted with students who have tested into higher level English/Reading classes to determine if they are successful in the higher level class. Second: By the number of students who assess into a higher level English/Reading classes upon completion of the academy. First and second test scores will be compared to assess a significant difference.
Third: Number of students who successfully complete the higher level English/Reading classes.

C.4 In-Class Tutoring Learning Community

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	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.4	Pacific Islander	94
	African American	2695
	Identified disability	282
	Foster Youth	67

- *Activity Implementation Plan*

In the Class

The Instructor integrates the in-class tutor into the course by allowing the in-class tutor to play an active role in the classroom based on Instructor needs and feedback. This includes but is not limited to participating in whole class discussions, posing questions in small group and one on one settings, clarifying activities and assignments, modeling note taking & participation, leading small group activities, assisting instructor with small group and individual conferences, etc. In this manner the in-class tutor models participation, collaboration, engagement, and focus, while supplementing the course objectives and goals set out by the instructor.

In-Class Tutor

- o Attends in-class tutoring sessions
- o Keeps up with class work (readings, activities, assignments, etc.)
- o Communicates with Instructor frequently (in person, email, office hours, etc)

The in-class tutor provides 1-on-1 and small group tutoring sessions for students at the Student Writing Center. Scheduling is based on student & in-class tutors availability. Tutoring is a voluntary.

In-Class Workshops

The Instructor and in-class tutor determine workshops prior to the start of the semester. The dates and topics of the workshops are included in the syllabus. The amount of supplementary workshops offered and the duration of each workshop are set by the instructor. Instructors & in-class tutor develop workshop content based on the course objectives and course assignments/readings. Workshops are further detailed and adjusted based on student and instructor needs during the semester. The in-class tutor maintains notes for each workshop outline that is developed as well as post workshop session reflections that will serve as data for Program Assessment.

PLATO
The PLATO software will be an integrated part of in-class tutor tutoring sessions as well as Course assignments
& activities depending on course instructor and syllabus. The in-class tutor will be current on PLATO protocol, tools, and services to better assist students in utilizing PLATO.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Spring 2016 - Fall 2016	$20,000	

- *Link to Goal*
Increased interaction between faculty and students
    Fostering student ownership of college programs, courses, and facilities
    Fostering a sense of pride in campus identity amongst students and faculty
    Supplement Course SLOs by:
        providing in-class and out of class tutoring
        providing instructor reviewed in-class workshops
By integrating a collaborative, process-based approach and by modeling the rigor and active participation expected from college-level courses in remedial English courses, the program aims to:
    Increase student pass rates
    Increase student retention rates
    Prepare students for the expectations and skills necessary for college/university level reading, writing, and critical thinking
strengthen student empowerment and agency by modeling pathways to student success and bridging the gap to campus resources

- *Evaluation*

The qualitative data will be collected from students, instructors, and in-class tutors at the end of each semester through surveys with items on the attitudes and benefits of participating in the project.

Quantitative data will be collected and analyzed each semester. Follow-up will be conducted with students who have moved on to the next course to evaluate if the students are applying the skills learned in the previous course. Additionally, the retention, completion and success rates will be collected and compared to courses that did not implement these learning community plan.

C.5 Building a SRC Learning Community
- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

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

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

ID	Target Group	# of Students Affected
C.5	Identified disabilities	282

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*
  An Instructional Assistant will be charged with a variety of duties that will assist Special Resource Center (SRC) students in successfully completing their basic skills English and math courses with a C or above. This will be achieved by the instructional assistant assessing student's skills and abilities, in conjunction with the Learning Disabilities Specialist. Assist students with the use of assistive computer technologies related to their individualized accommodations in the SRC High Tech Center Student lab and reinforcing classroom lessons to assist them in improving in remedial skill areas.

The Instructional Assistant will work closely with the Learning Disabilities Specialist in conjunction with the Educational Development 31 course, offered in spring 2016, addressing increased learning performance in basic skills English and math.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.5	Spring 2016	$7,000	

- *Link to Goal*
  Although the population is small, the course completion rates of students with identified disabilities is low compared to other groups. Making an instructional assistant available to these students to encourage them to use the services available to help them should help improve their successful completion rates.

- *Evaluation*
Success will be measured by an increase in the number of SRC students that successfully complete English 80, English C and or Math 12 during spring 2016. Data sources will include the California Community Colleges Chancellor's Office Data Mart and internal SRC progress reports. Small surveys can be taken by students when they receive services to evaluate the program.

C.6 Directed Learning Activities
- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	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.6	Identified disabilities	282
	Pacific Islander	94
	African American	2695

• *Activity Implementation Plan*

Directed Learning Activities (DLA's) are self-paced activities for students and will take approximately 1 hour to complete each activity. Students can drop-in at Student Success Center and do a DLA activity in any topic they have difficulty. As a part of the activity, students will watch a 10 -15 minute video and do the worksheet related to that topic for 30-35 minutes and the last ten minutes a tutor will go over the worksheet and help the student with their mistakes. Following are the few ways these DLA's can be used:

1. Due to various circumstances, if a student misses a Math class and attends the following class that student is totally lost, unable to follow the class and eventually drop the class. The DLA's can help the students understand the concepts they missed in their available time and come prepared to the class.

2. Students can be referred to finish these activities before taking the placement tests to review the Math topics so they could be placed higher in the basic skills math sequence of classes.

3. The students who need extra time in understanding Math concepts can be referred to do these activities so that they can watch the video any number of times in their own pace and at the end tutors can make sure the student completely understand the topic.

Scale of the activity/project:
- Initially by June 2016, around 50 DLA's videos along with the worksheet and answer key will be created covering the concepts for Math 12 (Basic Mathematics) class.
- Faculties will be trained on how to use these DLA's to benefit their students and interested faculties could join the team for creating DLA's.
- Tutors will be trained on how to check the worksheets and to check the students understanding on that particular concept.
- Based on the results of this pilot project, necessary changes will be done to this DLA project.
- By January 2017, another 50 DLA's videos along with the worksheet and answer key will be created covering the concepts for Math 23 (Pre-Algebra) Class.
- Based the funding and faculties interest these DLA's can be created for all the Basic Skills Math Classes.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.6	January 2016 – January 2017	$7,896	BSI: $ 5, 000 General Fund: $ 2,700

- *Link to Goal*

  These self-paced activities will provide reinforcement for skills learned in class. Students will be able to review and refresh skills that they may need more time to grasp that they may not have captured in classroom lectures. These practices will enhance student learning.

- *Evaluation*
  - Each time a student uses the DLA's, the student data (ID, as well as test results) is recorded along with the topics mastered.
  - End of each semester the course completion rate of the student's utilized the DLA's in each of the target student' group will be compared with the corresponding students in the target group that didn't utilize the DLA's. Data on students and their progress throughout their math sequence can also be analyzed if records are collected with ID or other identifying information.

C.7 Basis Skills Course Completion Counseling Services
- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Programs		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.7	African Americans	2695
	Pacific Islanders	94
	Identified Disability	282
	Foster Youth	67

- *Activity Implementation Plan*

The purpose of the project is to provide counseling intervention services to each student from the target population consisting of counseling services, academic and student services intervention workshops, and referrals to other student support services at the Compton Center. Working with counselors from the First Year Experience Program, Disabled Student Programs & Services, Athletics, CalWORKs, and EOPS/CARE we will identify students from the target population who are not receiving counseling services from those programs and to ensure 100% have education plans by the end of the spring 2016 semester. The counselors from the above programs will serve as members of a Basic Skills Completion Counseling Services core. Weekly, this core team will meet and discuss strategies to support our Basic Skill students. The counselors will provide cohort students with intrusive workshops on strategies for college life, financial aid, field trips, and study skills. Counselors will collaborate with the Office of Student Equity and Student Success Center in order to appropriately to strategize, organize and plan interventions.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.7	Spring 2016 through Spring 2017	$123,287	

- *Link to Goal*

As a result of direct student contact students will transition from basic skills to transfer level courses. These interventions should decrease the achievement gap within the context of basic skills.

- *Evaluation*

This activity will be evaluated by the increase in the number of students who have a completed educational plans and the number of students who participate in the workshop services. Comparisons between previous semesters as well as by the success of students participating in the program will be made to assess whether the recruitment and implementation of the counseling services is effectively raising students counts and success. Trends from previous years can be used to compare change and impact on basic skills completion.

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

Rate	Denominator	Numerator
Degree and Certificate Completion	The number of first-time students who enrolled in the 2008-2009 and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students that earned a degree or certificate within six years.

The following comparisons are for students who first enrolled during the 2008-2009 school year, completed six units, and attempted an English or math course using the 2015 Scorecard. Since English and math are considered to be requirements for most degrees and certificates, the California Community College Chancellor's Office uses this methodology in the Scorecard as a predictor of intent to graduate rather than the more unreliable student indicated goal. These students are tracked for six years to see if the outcome was achieved. A successful outcome is the completion of a degree or certificate.

Gender

Females outperform males in terms of the percentage completing a degree or certificate within six years, however the difference is not large enough to say there is a disproportionate impact.

Gender	Students	Awards	Rate	Percentage Point Gap
Female	457	72	15.8%	1.0%
Male	329	44	13.4%	-1.4%
Total	*786*	*116*	*14.8%*	

Ethnicity

Ethnicity is not an indicator of disproportionate impact in terms of degree and certificate completion.

Ethnicity	Students	Awards	Rate	Percentage Point Gap
African-American	347	49	14.1%	-0.7%
Asian	16	5	31.3%	16.5%
Latino	370	53	14.3%	-0.5%
Nat. Amer./Alas.	-	-	-	-
Pacific Islander	13	2	15.4%	0.6%
White	15	4	26.7%	11.9%
Unknown	25	3	12.0%	-2.8%
Total	*786*	*116*	*14.8%*	

Disability Status

There were no students with an identified disability in the 2008-09 cohort who earned a degree or certificate.

Disability Status	Students	Awards	Rate	Percentage Point Gap
No disability identified	765	116	15.2%	0.4%
Identified disability	21	0	0.0%	-14.8%
Total	*786*	*116*	*14.8%*	

Economic Disadvantage

Students with an identified economic disadvantage earn degrees and certificates at higher rates than the general population.

Economic Disadv. Status	Students	Awards	Rate	Percentage Point Gap
No economic disadv identified	101	7	6.9%	-7.9%
Identified economic disadvantage	685	109	15.9%	1.1%
Total	*786*	*116*	*14.8%*	

Veterans

There are not enough Veterans in the 2008-09 cohort to make a comparison for degrees and certificate rates.

Foster Youth

There are not enough Foster Youth in the 2008-09 cohort to make a comparison for degrees and certificate rates.

Student Group Experiencing the Greatest Gaps in Degree and Certificate Completion

The table below shows the student group with a "-3 percentage point gap or greater" in Degree and Certificate Completion. The Number of Students "Lost" is calculated by multiplying the Percentage Point Gap with the number of Students. This is the same number of students that, if they had earned a degree of certificate, would have closed the equity gap.

Student Group	Percentage Point Gap	Students	Number of Students "Lost"
Identified disability	-14.8%	21	4

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

GOAL D.

Increase degree and certificate completion by 5% within five years for Latino and African American students.

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

Target Populations	Current Percentage Point Gap	Completion Rate in 2015 Scorecard	Percentage Point Gap Goal for 2019-2020	Approximate Completion Rate in 2020 Scorecard
African American	-0.7%	14.1%	0.2%	15.0% (3 more completions)
Latino	-0.5%	14.3%	0.3%	15.1% (3 more completions)

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1 **Minority Male Community College M2C3 Consortium Participation**

- *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(s)	# of Students Affected
D.1	African American	2695
	Hispanic/Latino	4158

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

The Compton Center will continue to participate in the M2C3 Consortium. During the spring of 2015, the Compton Center became a part of the M2C3 consortium co-directed by Drs. Frank Harris III and J. Luke Wood of San Diego State University. Being a member of the consortium will provide the Compton Center access to a vast clearinghouse of resources provided by M2C3. M2C3 facilitates webinars on male students of color and virtual discussion boards to encourage dialogue on best practices, particularly in addressing strategies that aim at degree and certificate completion for targeted student population. Our collaboration with M2C3 will enhance professional development district-wide, identify informed interventions for our current programs serving students of color, and inspire new initiatives addressing challenges facing our targeted population inside the classroom. In addition the Compton Center has contracted the M2C3 Collaborative to facilitate focus groups, collect and analyze data geared to improving pedagogy, programs and services for students of color. Furthermore, we will be hiring the Collaborative to facilitate three workshops at improving our degree and certificate completion within regards to African-American and Latino students:

Collaborative Workshop Series;

- Faculty focus (improving instruction, *teaching and engaging students of color*)
- Staff focus (improving front lines and customer service,)
- Student focus (importance of obtaining a degree and certificate)

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Summer 2016-Spring 2017	$17,500	

- *Link to Goal*

Increase degree and certificate completion for African-American and Latino students.

The M2C3 Collaborative will assist the Compton Center in facilitating focus groups, collect and analyzing data. The focus from this activity will raise awareness and identify strategies as to how we can better our campus programs and services to help our African-American and Latino students to obtain a degree or certificate.

- *Evaluation*

The effectiveness and usefulness of our collaboration with M2C3 will be evaluated utilizing a survey that will be created by our Institutional Research department. The number of new interventions and initiatives created from this collaboration will be measured and tracked each academic year. Each new intervention and/or initiative will also be evaluated by Institutional Research. The Compton Center will send out a climate survey to all faculties and staff which will provide a baseline regarding cultural responsiveness and diversity within the classrooms, and the climate survey will be repeated in the following years to measure improvement with regard to these areas.

D.2 Compton MESA Implementation

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

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

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

ID	Target Group	# of Students Affected
D.2	African American	2695
	Hispanic/Latino	4158

10,000, etc.

District: _____   **College**: _____

- *Activity Implementation Plan*

This project will recruit and prepare students to overcome academic and non-academic challenges so they can complete their courses and move forward to accomplish their STEM transfer goals. This activity/project will help students set realistic short and long term goals, develop leadership skills, build self-confidence, increase engagement in STEM courses and related MESA and STEM activities and resources.

The Compton MESA Program implementation will include at least 7 of the 13 MESA components and will help in the long-term institutionalization of Compton MESA.

1. Student Center
2. Academic Excellence Workshops
3. Academic Counseling
4. Outreach and Recruitment
5. MESA Orientation
6. Student Support Services
7. Professional Development

The ECC MESA Director in coordination with the Program Specialist will work to bring additional campus resources to MESA to provide academic counseling and additional support services to MESA students.

Housed inside the Library-Student Success Center, the Compton MESA Project implementation requires appropriate staff (Program Specialist) that will be responsible for overseeing the MESA Center. The program specialist will also assess student educational progress, academic and non-academic challenges, will work with students to develop realistic short and long term goals, will work with students to develop a plan of action for improvement and follow up with students to make sure they are actively engaged in their education; this includes their course work and participation in MESA center activities and resources.

Through the MESA Center, students will have access to activities that support students' academics, personal and professional development. Some of the services will include tutors and Academic Excellence Workshops for core math and science courses in addition to workshops on the following areas: Time Management, Personal Statement, Resume Writing, Career Exploration, UC and CSU Application Support and Financial Literacy among others. Additional activities include field trips to local UC, CSU and Private Universities, and local industry. Speakers are invited to share their personal and professional experiences and often times include MESA Alumni.

Furthermore, a Personal Success Plan (PSP), which is a new intervention strategy, will be implemented to establish ongoing and direct communication with Hispanics and African American students who are facing academic issues in their Math and Science courses. Students will be

required to meet with the Program Specialist at least once a month or as needed to evaluate student progress and make adjustments and new recommendations as necessary.

The need for additional support for mentors, seminars and new activities including cultural awareness to address students' needs will be evaluated and considered during the implementation process of this project.

This project will allow the establishment of the MESA infrastructure to support STEM students at Compton in the immediate and long term. This activity/project will support students pursuing math-based degrees and will target students in Math 80, 170, 180, 190, 191 and 220 in addition to Chemistry 4, 1A and 1B and Physics 2A, 1A, 1B and 1C. Once data from Institutional Research is obtained, an accurate number of target students will be provided.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.2	Spring 2015 – Spring 2020	$40,354	

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

- *Link to Goal*
  The MESA program provides a series of interventions to assist students to be successful in their STEM courses

- *Evaluation*

Preliminary research will be done to establish information regarding current rates of STEM course completion and transfer rates. These would be expected to increase once MESA is implemented. These numbers would be gathered and compared yearly to acknowledge the effectiveness of the program. Student surveys on the impact of MESA on their academic success as well as any concerns or comments they have on the improvement of the program can also be gathered. This can be analyzed to assess recruitment strategies as well as retention in the program. Long-term, we will examine the data for STEM student success in course completion and transfer rates of students utilizing the MESA center. These data can also be used to compare to non-MESA STEM students or students that majored in STEM disciplines before the program was established.
s over time will be tracked to identify trends with regard to workshop attendance.

Transfer

District: _____   College: _____

CAMPUS-BASED RESEARCH: TRANSFER

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

Rate	Denominator	Numerator
Transfer	The number of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students who transfer within six years

The following comparisons are for students who first enrolled during the 2008-2009 school year, completed six units, and attempted an English or math course (same as the degree or certificate cohort). Since English and math are transfer requirements, the California Community College Chancellor's Office uses this methodology as a predictor of intent to transfer rather than the more unreliable student indicated goal. These students are tracked for six years to see if the outcome was achieved. A successful outcome is the transfer to a Bachelor degree granting institution which is identified through the California Community College Chancellor's Office.

Gender

Males outperform females in terms of the percentage transferring yet there is no evidence of a disproportionate impact in terms of gender outcomes.

Gender	Students	Transfers	Rate	Percentage Point Gap
Female	457	54	11.8%	-2.3%
Male	329	57	17.3%	3.2%
Total	*786*	*111*	*14.1%*	

Ethnicity

Latinos, whites, and unknown ethnicity students earn degrees and certificates at a slightly lower rate than the average but the difference is not large enough to indicate a disproportionate impact.

Ethnicity	Students	Transfers	Rate	Percentage Point Gap
African-American	347	51	14.7%	0.6%
Asian	16	3	18.8%	4.7%
Latino	370	49	13.2%	-0.9%
Nat. Amer./Alas.	-	-		
Pacific Islander	13	3	23.1%	9.0%
White	15	2	13.3%	-0.8%
Unknown	25	3	12.0%	-2.1%

Total	*786*	*111*	*14.1%*

Disability Status

Students with identified disabilities in the cohort transfer at rates considerably lower than students without an identified disability. There is evidence of a disproportionate impact affecting disabled students.

Disability Status	Students	Transfers	Rate	Percentage Point Gap
No disability identified	765	110	14.4%	0.3%
Identified disability	21	1	4.8%	-9.3%
Total	*786*	*111*	*14.1%*	

Economic Disadvantage

Students with an economic disadvantage in the cohort transfer at rates lower than students without an identified economic disadvantage, but the difference is not large enough to indicate a disproportionate impact for the economically disadvantaged students.

Economic Disadv. Status	Students	Transfers	Rate	Percentage Point Gap
No economic disadv identified	101	21	20.8%	6.7%
Identified economic disadvantage	685	90	13.1%	-1.0%
Total	*786*	*111*	*14.1%*	

Veterans

There are not enough Veterans in the 2008-09 cohort to compare transfer outcomes with the general population.

Foster Youth

There are not enough Foster Youth in the 2008-09 cohort to compare transfer outcomes with the general population.

Student Groups Experiencing the Greatest Gaps in Transfer

The table below shows the student groups with a "-3 percentage point gap or greater" *in Transfer. The Number of Students "Lost" is calculated by multiplying the Percentage Point Gap with the number of Students. This is the same number of students that, if they had transferred, would have closed the equity gap.*

Student Group	Percentage Point Gap	Students	Number of Students "Lost"
Identified Disability	-9.3%	21	2

GOAL E.

> **Increase transfer rates by 5% within five years for all student populations at the Compton Center with special emphasis on students with identified disabilities.**

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

Target Populations	Current Percentage Point Gap	Completion Rate in 2015 Scorecard	Percentage Point Gap Goal for 2019-2020	Approximate Completion Rate in 2020 Scorecard
Identified Disability	-9.3%	4.8%	-4.6%	9.5% (1 more completions)
All Students	0.0%	14.1%	0.8%	14.9% (6 more completions)

ACTIVITIES: E. TRANSFER

E.1   University Fairs

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

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

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

ID	Target Group(s)	# of Students Affected	
E.1	Identified Disability	282	* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.
	All Students	7701	

In the area of transfer, only students with an identified disability are disproportionately impacted but the transfer rate for the entire student population of Compton Center is low with an average of 14%. Activities are being designed to provide student with knowledge of the options available to them to further their education.

- *Activity Implementation Plan*

It is the goal of the Transfer & Career Center to support innovative practices that enhance the educational experience, by continuing to maintain the numerous Transfer & Career Center services currently provided and offer at least one new service in order for students to become more aware of potential careers and transfer institutions, understand university transfer admissions eligibility requirements, increase their intent to transfer, and to meet the growing demand for transfer. Specifically, University Fairs are a method used to develop and enhance partnerships with schools, colleges, universities, businesses, and community based organizations to respond to the workforce training and economic development needs of the community. The Transfer & Career Center aims to increase the number of students that transfer to four-year colleges/universities including Historically Black Colleges and Universities and Hispanic Serving Institutions.

All students enrolled in the Compton Center as well as all potential students in Compton Unified School District and feeder high schools in the district participate in these fairs. Conducting an HBCU Fair and a HSI Fair is fundamental in providing students with an opportunity to meet and interact with a multitude of university representatives that are normally not within driving distance for students to reach. HBCU fairs are assigned through the state, and are an excellent opportunity for student to have face to face communication and interaction with four year university representatives. This year we partnered with the Compton Unified School District (CUSD) as well as staff and faculty on campus as an opportunity for community outreach and transfer & career awareness. Since nearly 70% of the District is Hispanic, it is also important to highlight transfer opportunities at HSI institutions.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.1	Annually Fall 2016 – Fall 2020	10,000	

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

- *Link to Goal*

  Many students lack the knowledge of the opportunities available to them from outside the area. This includes colleges and universities that are geared to meet their needs. These fairs will provide students with the ability to meet with representatives from colleges throughout the United States.

- *Evaluation*

The success of this project will be measured by the following:

Number of student participants attending. Sign in sheets will be created to keep a count of students. A small survey can be included for more detailed information, participant suggestions, and participant satisfaction.

Monitoring the transfer institutions that student select with sign in sheets can also garner data on which institutions are most valuable for repeated invitations to similar events. Further analysis can be completed to see if there is a significant change in number of students declaring their goal to transfer or choosing majors and courses that are transferable to four year institutions as compared to previous academic years.

Student Perception Survey of services received at a fair (sample questions)

1) After participating in this Fair, I am aware of more transfer university options for myself.

     Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

2) After participating in this Fair, I have a better understanding of transfer admission requirements.

     Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

3) After participating in this Fair, I am more motivated to transfer to a four year university.

     Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

E.2 College Tours

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

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
E.2	African-American	2695
	Hispanic/Latino	4158

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

  Our primary goal in this area is to increase transfer rates across the board at El Camino College Compton Center. The only group that is disproportionally impacted are students with identified disabilities. The problem that exists is that

transfer rates of all students as our average transfer rate over 6 years is 14%. Therefore, the primary objective of these college tours are to offer our targeted student population in our Student Equity Plan the opportunity to learn more about the requirements for public, private and out-of-state universities. Due to our large Hispanic/Latino and African American population, we will also focus on Hispanic-serving institutions (HSI) and historically Black colleges and universities (HBCU). These tours are one of the strategies and activities to increase "Transfer Rates" among our targeted student populations. Students that participate in these tours will:

o   complete a pre and post assessment as it relates to their gained understanding of the transfer process to those visited campuses;

o   receive assistance from our counseling department and learn about the admissions process to some of these universities;

o   participate in Transfer Center workshops that will assist them with their transition from the El Camino College Compton Center to a UC's, CSU's and HBCU campuses;

o   ongoing mentorship from the faculty chaperones.

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ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring 2016 – Spring 2020	$40,000 per year	

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

- *Link to Goal*

  Introducing students to the opportunities that are available to them outside of the area, can serve as driving force for them to work towards their goal of transfer.

- *Evaluation*

  Pre and post assessment as it relates to their knowledge of transferring in general and more specifically the transfer process to the visited campus. Surveys and multiple choice tests will be created to assess this knowledge increase as well as to investigate the effectiveness of the workshops.

  Monitoring the transfer rates of students who participate in the tours and where they transfer can be used to compare to non- participating students. Cohorts can be followed as they continue on their academic careers at Compton. Phone or

email contacts may have to be collected and maintained once students transfer. This will allow for a record of students success once they have transferred.

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

GOAL F. Create a community that is inclusive and strives to ensure that all students succeed in achieving their educational goals.

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1 Office of Student Equity

- *Indicators/Goals to be affected by the activity* (Mark an X in all that apply.)**:**

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

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

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

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

ID	Target Group	# of Students Affected
F.1	All Students	7701

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

District: _____   **College**: _____

- *Activity Implementation Plan*

The Office of Student Equity is part of the larger Student Success Plan for El Camino College Compton Center. For spring 2015, a faculty member served as the coordinator for the implementation of the Student Equity Plan. Initially the position was at 50% but was increased to 100% in October. With the additional allocation for fall 2015, the District determined it would be necessary to hire a full-time Director of Student Equity to oversee Student Equity Plan. The Director will report to Dean of Student Success and will be responsible for ensuring the implementation of all the proposed activities and the follow-up assessments across the institution. The Director is responsible for the day-to-day operations of the Office of Student Equity and manages the overall fiscal management of the equity plan the plan's budget. Likewise, the Director provides guidance to each of the academic division deans/leads or categorical programs to ensure that equity planning and implementation of activities are within budget, allowable and measurable. To assist the director, the office will also support a 40% program specialist assist with the following: 1) Auditing, compiling and maintaining documentation for District fiscal / SEP program-related matters, 2) Maintaining and updating a variety of fiscal/program-related records, and 3) Assisting with the preparation of State reports as assigned.

The director will focus on coordination & planning, research & evaluation and professional development for the Center and will collaborate with the leadership of the Student Success and Support Program, Basic Skills Initiative, AB 86 Task Force, and Enrollment Management Committee to support the integration of the various plans and activities designed to support the Center's mission and promote equity. The faculty coordinator has been working with the various departments in Academic Affairs and Student Services including categorical programs, to promote activities that will assist us in meeting our objectives.

To assist with the increase number of tutorials, academies and supplemental instruction plans, a Student Success Center Assistant will be hired to oversee this function in conjunction with the Student Success Coordinator.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Fall 2015 – Spring 2020	$161,426	

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

- *Link to Goal*

  Oversight of the Student Equity Plan is essential in order to ensure that progress is made toward the goals. The number of activities makes it necessary to have someone dedicated to the implementation of the plan.

District: _____   **College**: _____

F.2 Research Analyst

- *Indicators/Goals to be affected by the activity* (Mark an X in all that apply.)**:**

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

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	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.1	All Students	7701

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity* Implementation *Plan*

In order to meet the high demand for institutional research, data collection and equity gap analysis, a **Full-time Research Analyst** will collaborate with Student Equity leadership and staff to develop and fulfill research needs. The **Analyst** will be responsible for coordinating data collection for all SEP interventions and will assist the SEP Director in designing measurement tools (rubrics, surveys, faculty/student focus groups). The Analyst will develop and update the campus research sections of the Student Equity Plan, set targets for each goal, measure equity gaps for outcomes, and evaluate proposed interventions. In addition, the Analyst will collaborate with the SSSP Research Analyst and other research and support staff to ensure effective coordination of all related research projects and their alignment with other college plans and initiatives.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Fall 2015 – Spring 2020	$85,422	

District: _____ **College**: _____

- *Link to Goal*

Research and analysis of the activities will be necessary to determine if we are meeting our goals and objectives.

F.3 Teaching/Learning Center

- *Indicators/Goals to be affected by the activity* (Mark an X in all that apply.)**:**

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

- *Activity Type(s)* (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

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

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

ID	Target Group	# of Students Affected
F.3	All Students	7701

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

Create a teaching/learning center to provide faculty with the tools necessary to explore a variety of ways to provide instruction that will reach students with varied backgrounds. Utilizing the research from Minority Male Community College Collaborative from our students, the Teaching/Learning Center will prepare faculty to become aware of the needs of a diverse student population and to promote campus engagement, which has been proven to improve completion, retention and success.

District: _____   **College**: _____

In order to teach at a community college, the only requirement is that the faculty member meets minimum qualification. As a result, many of us teach as we were taught which is not working for our students. Several years ago, many faculty participated in On Course training through the Faculty Inquiry Partnership Program (FIPP) which followed the faculty throughout the semester following the training. Evaluations showed that participating faculty members found it useful to share what they were doing in the classroom and discuss what worked well and what did not. The purpose of this activity to build upon the FIPP project and offer more professional development activities for faculty on campus where they are allowed to build on what they learn and share it with colleagues.

Many of our students test into basic skills but are able to take non-basic skills courses. In order to increase their success in classes, faculty need to understand the pedagogy used in basic skills courses and utilize them in their courses.
Working with the Academic Senate and the Professional Development Committee, a variety of workshops will be designed for faculty to strengthen their knowledge of what works or doesn't work in education.

Additional workshops will be created provide faculty the opportunity to create cultural inclusiveness in their classrooms and to develop or revise syllabi that create a culturally inclusive atmosphere for all students, including the targeted population. These workshops will be held several times a semester. The workshops will bring in examples of various cultural nuances for faculty discussions and how to handle these differences. The workshops will enable faculty to revise and create syllabi that promote cultural inclusiveness and the workshops will also provide faculty with a range of readings that they can include in their courses to promote cultural inclusiveness.

Professional Development within Student Equity is also needed in order to implement an equity-minded environment for increasing degree and certificate of African-American and Latino students. By increasing the number of activities, speakers, and conferences offered, professional development will be able to educate a greater number of faculty and staff on these issues. Continue expanding professional development offerings through the Faculty Innovation Center activities. Last year all teaching faculties were invited to participate in the Center for Organizational Responsibility and Advancement (CORA) Teaching Men of Color in the Community College Certificate Training Program. CORA teaches instructional faculty effective teaching strategies aimed at students of color. This training provides an equity-minded approach which focuses on implementing innovative teaching strategies that can enhance successful outcomes for students of color. Faculty will participate in a variation of modules, live virtual discussion boards and readings. Provide more Professional Development for faculty teaching English and Math

accelerated courses through California Accelerated Program (CAP), Reading Apprenticeship Training (RA) and follow up with these workshops to sustain training.

- Instructors trained in CAP or RA will implement a minimum of one strategy in one or more classes and report on the effectiveness of the strategy as measured by increased scores in pre- and post-testing. Impact measures will be established for students subsequent to faculty completion of training.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	Fall 2015 – Spring 2020	$30,000	BSI - $17,500

- *Link to Goal*
  In order to accomplish the goals set forth in the plan, the culture of the institution needs to change and providing professional development opportunities for faculty, staff and administrations will assist in this endeavor.

- *Evaluation*

To find out if the recruitment and retention process is effective, data will be collected on the percentage of faculty members participating in professional development activities designed to improve instruction. This number is expected to increase.

The number of faculty members that use the new strategies in the classroom will increase. This will be monitored by analyzing syllabi or other activities, assignments, and teaching techniques that can be traced and compared to previous courses before the professional development interventions.

Qualitative data will be collected each semester to measure how students felt about the use of the various culturally inclusive components. Faculty will also be surveyed about how they felt about student reaction and responses to use of culturally inclusive pedagogy.

Quantitative data will be collected using students' previous success and completion rates. This will be used to try to understand positive changes due to the culturally inclusive components. This data can be compared to previous semesters or to similar courses taught without these components.

Summary Budget

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

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

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

Each objective will be evaluated at the end of each primary term of the academic year and a report would be generated to document outcomes.   As each activity is started, Institutional Research will assist the responsible parties to identify the necessary information that needs to be collected in order to accurately assess the outcome of the activity.

The process that will be used to assess improvement would be from the following:

1. Data compiled by Institutional Research

2. Winter and Summer Academies outcomes data

3. Learning communities outcomes data

4. Data generated from courses assigned supplemental instruction.

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Attachments