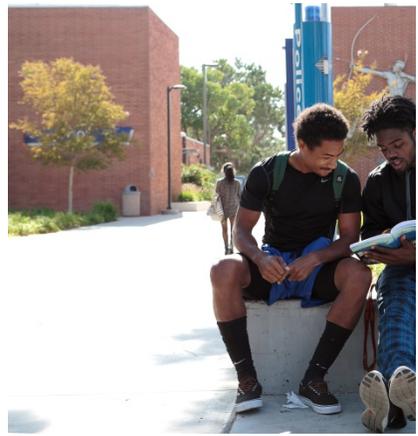


El Camino College

2015-2016

Student Equity Plan



**Adopted by ECCCD Board of Trustees
on December 14, 2015**



**16007 Crenshaw Boulevard
Torrance, CA 90506**

El Camino College



Student Equity Plan

Reviewed by the El Camino College Academic Senate on November 17, 2015

Reviewed & Adopted by the El Camino College Cabinet on December 7, 2015

Reviewed & Adopted by the El Camino Community College District Board of Trustees on December 14, 2015

Submitted to the California Community Colleges Chancellor's Office on December 18, 2015

EL CAMINO COLLEGE
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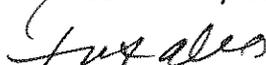
Signature Page

EL CAMINO COMMUNITY COLLEGE
Student Equity Plan Signature Page

District: El Camino College

Board of Trustees Approval Date: 12/14/2015

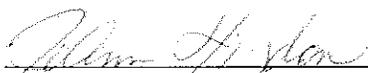
I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California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



Thomas M. Fallo

tfallo@elcamino.edu

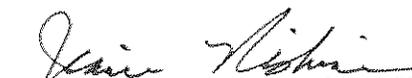
I certify student equity categorical funding allocated to my college will be expended in accordance with the student equity expenditure guidelines published by the CCCCCO.



Jo Ann Higdon, Vice President
Administrative Services

jhigdon@elcamino.edu

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



Jeanie Nishime, Vice President
Student & Community Advancement

jnishime@elcamino.edu

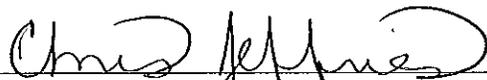
I certify that Academic Affairs was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



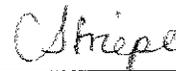
Jean Shankweiler, Vice President
Academic Affairs

jshankweiler@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.



Claudia Striepe and Chris Jeffries,
Co-Presidents Academic Senate



cstriepe@elcamino.edu/cjeffries@elcamino.edu

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


Vishu Gupta, ASO President

vishu_gupta@elcamino.edu


Idania Reyes, Director
Student Equity Program

ireyes@elcamino.edu

310-660-3593 x3243

El Camino College does not have a classified senate organization.

Executive Summary

EXECUTIVE SUMMARY

INTRODUCTION

The El Camino College Student Equity Plan (SEP) is designed to advance the college mission. The college Mission Statement reads in part: We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities. By addressing the needs of those student groups that have been historically underserved, we are embracing and pursuing the mission of our college. The college Mission Statement and the Student Equity Plan both serve to provide basic skills completion, degree and certificate completion, career and technical education and transfer opportunities for all our students. The Student Equity Plan helps us provide the necessary tools to ensure all our diverse students have the same opportunity to achieve their goals.

The Equity Planning process involved the Institutional Research and Planning Department collecting and analyzing student success data disaggregated by ethnicity, gender, disability, foster youth, veteran status, and low income economic standing to identify areas of need. A Student Equity advisory team comprised of research analysts, Vice President of Academic Affairs, faculty members, deans, classified managers, staff, and students. Ten team members were sent to the University of Southern California (USC) Center for Urban Education Institute in Los Angeles to learn about the supported research methods, data analysis and identification of disproportionately impacted students. These team leaders came back to the campus and held two workshops for campus community members. During these campus events, campus leaders from counseling, academic programs, categorical programs such as Foster and Kinship Care, Veterans Office, Puente, and Project Success examined the data and developed strategies to bridge the equity gaps.

The team has sought to develop a plan that builds upon successful programs already in place at El Camino College. Categorical programs such as First Year Experience, MESA, the Reading Success Center, the Math Tutoring Center, Puente and Project Success already provide services targeting economically disadvantaged students, racial and ethnic cohorts, foster youth, and basic skills students. The Student Equity Plan will provide additional support in the form of personnel, counselors, and tutoring. Our campus has found Peer Assisted Study Sessions (PASS) mentoring and intrusive counseling to be effective in the developmental reading program. The Student Equity Plan provides resources for the introduction and expansion of PASS Mentors into courses that target disproportionately impacted students at all levels and across the curriculum. The plan also provides the campus community of administrators, faculty, staff and students with professional development to address topics of equity and cultural awareness.

TARGET GROUPS

The student success data collected, disaggregated and analyzed by ethnicity, gender, disability, foster youth, veteran status, and low income economic standing has shaped the El Camino College Student Equity Plan. The primary group identified across all categories in the research is African American students, who are disproportionately impacted in all five 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	Target Student Group
Access	Veterans, Identified Disability, African-American, White
Course Completion	Foster Youth, African-American, Pacific Islander, Latino
Basic Skills Completion – English	Pacific Islander, African-American, Native American/Alaska Native, Identified Disability
Basic Skills Completion – ESL	Latino, Female
Basic Skills Completion – Math	Foster Youth, African-American, Pacific Islander, Identified Disability
Degree and Certificate Completion	African-American, Latino
Transfer	Foster Youth, Identified Disability, Latino, Pacific Islander, Economic Disadvantage, African American

GOALS

From the collected data, a work plan is created with an overarching goal to increase rates of success in each area (or close the gap) for each underserved group within four years.

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

A. Access

Increase access by five percent within the first four years of this plan for African American students, and students who identify as veterans.

B. Course Completion

Increase course completion by five percent within the first four years of this plan for students who are African American, Pacific Islander and for students who identify as foster youth. Increase course completion rate for Latinos by 2.5% in four years, as we try to improve the number of courses lost.

C. ESL and Basic Skills Completion

Increase basic skills pathway completion by ten percent within the first four years of this plan for students who are African American and Pacific Islander in English and math and identified disability students. Increase basic skills ESL completion rates for Latinos and females by ten percent in four years.

D. Degree and Certificate Completion

Increase degree and certificate completion by ten percent within the first four years of this plan for students who are Latino and African American.

E. Transfer

Increase transfer rates by five percent within the first four years of this plan for students who are African American, Latino, Pacific Islander, Foster Youth, identified disability students and for students who are economically disadvantaged.

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

ACTIVITIES

The Student Equity Plan (SEP) 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 that address the equity gaps. The SEP Advisory group completed a gap analysis, identifying services that are not currently supported, and services that are effective and could be expanded. Based on that gap analysis, additional activities were added to the Equity Plan. The activities vary widely, but among those activities, several themes emerged. Those themes included:

- Activities that increase student mentoring/tutoring/advising and student engagement, such as Peer Assisted Study Session Mentors and Supplemental Instruction Coaches.
- Activities that strengthen cohort learning models, such as learning communities in the First Year Experience, Student Success Center Basic Skills Cohorts, accelerated pathways in Basic Accelerated Math, Math Academies, etc.
- Activities that increase opportunities for ongoing, cohesive professional learning opportunities for faculty, staff and students, such as Faculty Learning Teams (FLT) for Writing Across the Curriculum, targeting courses with large equity gaps.
- Activities that collect, analyze, and disseminate data on success indicators for at-risk student groups.

- Activities that create programs to support students in generating educational plans and goals.
- Activities that offer cultural awareness, cultural responsiveness pedagogy, and incorporate best practices in teaching that have been identified as effective with impacted student populations.

Several of the activities listed improve or strengthen activities that already exist or are currently under development. These activities represent an alignment of the Student Equity Plan with other college plans. For example, the alignment includes developing culturally-responsive teaching and learning professional development opportunities through Intergroup Dialogue workshops and syllabus review seminars.

Activities are also aligned with several of the programs and services associated with the Student Services Success Plans. The College is focusing on increasing services to meet the needs of students who are on, or at risk of placement into, academic/progress probation through the development of a new retention center. This designated space, labeled the RISE Center, is expected to reduce unmet needs of this student population and increase student participation. The goal is to provide additional intervention services beyond the original Student Success Workshops. The center will be a collaborative effort between the Student Success and Support Program (SSSP) and the Student Equity Program (SEP). It will take a holistic approach to intervention by incorporating case management style services. Student Services professionals will be assigned a caseload to provide ongoing follow-up to students and provide referrals on and off campus as necessary, which will be funded through SSSP.

In addition, a new Early Alert system will be piloted through the RISE center. Once an instructor identifies a student who is at risk of falling into probation (students with GPA of 2.0-2.4 and those with a low pace of unit completion), staff from this center will follow up with the students and begin the case management services. There will be various workshops offered in this center, such as time management, procrastination, career, and financial aid literacy. It will include computer and study stations.

El Camino is participating as a pilot college in the Chancellor's Office Educational Planning Initiative (EPI). As a participant of this pilot, the College will obtain a new educational planning system that includes a degree audit system and an early alert program. The College has included in the 2015-2016 SSSP planning a need for training, additional staff and technical experts for implementation purposes. The Student Equity Program Director is working with SSSP to align these new initiatives with the SEP plan and have the Student Success Center Basic Skills Cohorts be included in the pilot to help students, especially those who are defined as

being at risk. Starfish is a cloud-based, Early Alert software program that will be tied to the educational planning system to which all instructional faculty, counseling faculty, and students will have access. Early Alert Success Coaches/Liaisons, funded through the SEP/SSSP Plans, will assist with outreaching to their divisions for early faculty buy-in, software training needs, 360 degree feedback for teaching faculty members who submit Early Alerts, and developing a protocol for how Early Alert submissions will be received and handled for each of their areas assigned. The Early Alert Success Coaches/Liaisons will also collaborate with the new RISE Retention Center.

RESOURCES

The Student Equity Plan developed by the advisory team concentrates resources in two of the five success indicators: Course Completion and Basic Skills Completion. These indicators showed consistently large gaps in the -12% range for African-American students, with Pacific Islander and Foster Youth also consistently impacted. Resources will be distributed among the five success indicators and the other category as shown in the table below. The Other category includes a dedicated SEP Director to oversee the implementation of the El Camino College Equity Plan and to serve as the district contact. A dedicated Research Analyst will collect data based on the schedule provided, analyze and disseminate the results to the programs involved in the plan.

Success Measure	Resources
Access	\$32,849
Course Completion	\$410,911
Basic Skills Completion	\$728,833
Degree and Certificate Completion	\$81,262
Transfer	\$177,838
Other	\$680,484
Total	\$2,112,177

CONTACT

The El Camino Community College District contact for the Student Equity Plan is Idania Reyes. She can be reached at (310) 660-3593 extension 3243 or ireyes@elcamino.edu. The Student Equity Program Director reports to the Vice President of Academic Affairs, Dr. Jean Shankweiler. She can be reached at (310) 660-3119 or jshankweiler@elcamino.edu.

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

El Camino Community College developed a Student Equity Plan Advisory Committee (SEPAC) during the 2014-15 planning process that consisted of instructional and student support representatives, including Vice Presidents, Basic Skills Initiative (BSI) Coordinators, faculty, and other representatives from categorical programs. This committee was formed to act as an advisory body to plan and oversee the implementation of the Student Equity Plan.

During the planning of the 2015-16 Student Equity Plan we reached out more broadly to involve individuals serving on the Student Success and Support Program (SSSP) committee, deans and faculty from academic division across the institution, and the manager of Professional Development and Learning. We also incorporated classified staff and students and collaborated with categorical programs leads from Foster & Kinship Education Program, Veteran Services Program, Special Resource Center, Puente Program, Project Success, FYE, EOPS/Care, and others.

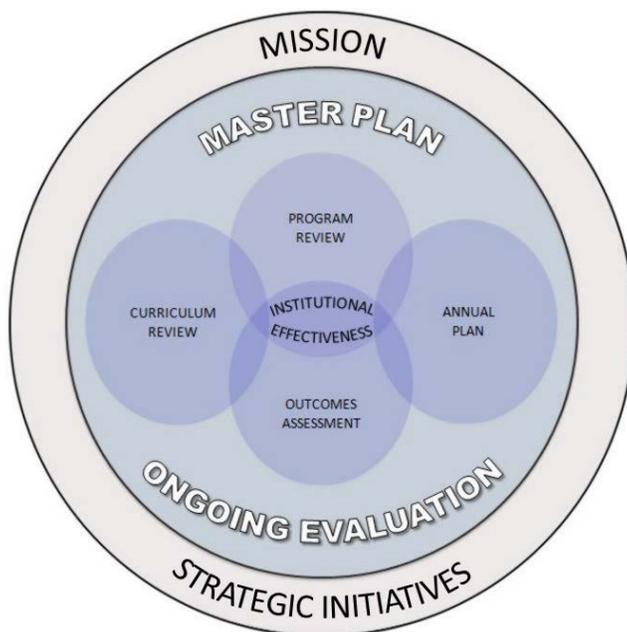
The Student Equity Program (SEP) Director, SSSP Co-Chairs, and Basic Skills Initiative (BSI) Co-Coordinators hosted a planning retreat as a platform for the 2015-16 academic year. This joint effort served to ignite collaboration among the various college programs to promote and share innovative ideas related to SEP, SSSP and BSI Initiatives and to better understand the new requirements for the SEP planning and budget templates and targeted groups. Participants reviewed the 2014-15 SEP and SSSP plans and generated many new ideas. The revised plan reflects a distillation of these ideas and a more specific analysis and application of these ideas to the College's equity data.

We began by reviewing the 2014-15 plan to identify gaps in services and resources that address our targeted student needs. We also considered activities and programs that other initiatives were working on to avoid duplication of services and capitalize on resources.

The SEP Director, the BSI Co-Coordinators and the Co-Chairs of SSSP also formed a coordinating committee to align our planned goals, share resources, identify data collection needs, and budget activities to maximize funding assets. We teamed up to identify the numerous professional development opportunities and assessed who would attend those conferences we deemed to offer the greatest return on our investment of time and fiscal resources. Our combined effort and collaboration with SSSP and BSI is strategic in the use of resources and focuses on increasing student success.

The SEP Director and ten selected faculty, staff, and administrators, including the SSSP coordinators, attended the USC Center for Urban Education’s Equity Institute in October 2015 to train on how to better collect data, analyze equity gaps, review activity plans, and ask “inquiry questions” related to student equity. The ECC Equity Team deemed the training an excellent use of funds because it enabled participants to take practical tools and exercises back to campus to incorporate in the 2015-2016 Student Equity Plan. Subsequently, a similar training session was held with a campus group including SSSP & BSI co-chairs, categorical program representatives, academic deans, faculty, staff, and students to share the major lessons learned at the Equity Institute. This subsequent meeting represents one of the ways in which the College is moving toward an institutionalization of equity values and practices.

The Student Equity Plan will work with the necessary administrators, faculty and staff to begin the dialogue of how to incorporate an equity-lens when developing the annual plan and strategic initiatives for institutional effectiveness. The El Camino Community College planning process integrates assessment, evaluation, and planning to promote effectiveness and student success. The 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 initiative and is guided by the planning components. These components consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive and are responsive to each other. 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. These components join to guide resources allocation and produce the ultimate outcome of institutional effectiveness and greater student success.



The College's efforts to coordinate with other district's plans and programs are demonstrated in the new RISE retention center. The concept of this center was developed in the Student Success Advisory Committee which includes the SEP Director and Basic Skills Coordinators. In this new retention center, SSSP will provide Counseling and educational planning services for at risk student to include basic skills and students on probation. Student Equity will co-support the Early Alert system and its services, which will also be housed in this center. The services for foster youth, also supported through Student Equity, will be offered in the center and will share counselors to support the advising, educational planning and other counseling services. These collaborative efforts will ensure a true integration of SSSP, Student Equity Program and Basic Skills Initiative.

The College will continue these collaborative efforts through the Student Success Advisory Committee. Comprised of faculty, staff, students and administrators, the committee meets bimonthly to review, plan and discuss all aspects of student success. The committee is chaired by the Associate Dean of Student Success, a position supported the SSSP funds. The SEP Director is a regular member of the committee, as are the Basic Skills faculty coordinators and research analysts. This data collected for the SSSP, Basic Skills, Student Equity plans will be brought to this committee for review and analysis. Future plans will be reviewed to ensure collaboration and the most effective use of resources to ensure El Camino College student success.

It should be noted that during the planning process, we evaluated over 55 requests for funding from across the institution utilizing the SEP Evaluation Rubric (Attachment C) and chose the activities described in the plan.

Student Equity Plan Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Jean Shankweiler	Vice President	Academic Affairs
Jeanie Nishime	Vice President	Student Community Advancement
Constance Fitzsimons	Dean	Fine Arts
Dipte Patel	Dean	Counseling and Student Success
Gloria Miranda	Dean	Behavioral and Social Sciences/ Human Development Curriculum
Jacquelyn Sims	Dean	Mathematical Sciences
Stephanie Rodriguez	Dean	Industry & Technology
Tom Lew	Dean	Humanities
Virginia Rapp	Dean	Business
William Garcia	Dean	Student Support Services
Elise Geraghty	Associate Dean	Humanities
Mary Beth Barrios	Associate Dean	Counseling and Student Success
Arturo Hernandez	Director	MESA/ASEM Program
Idania Reyes	Director	Student Equity Program
Irene Graff	Director	Research and Planning
Lisa Mednick- Takami	Director	Professional Development Coordinator
Sheryl Kunisaki	Assistant Director	Learning Resource Center, Library
Chris Jeffries	Co-President Academic Senate	Counselor
Claudia Striepe	Co-President Academic Senate	Bibliographic Instruction Librarian
Arturo Martinez	Basic Skills Coordinator	Mathematical Sciences
Scott Kushigemachi	Basic Skills Coordinator	Humanities
Brian Mims	Faculty Coordinator/Counselor	Project Success
Cynthia Mosqueda	Faculty Coordinator/Counselor	First Year Experience
Griselda Castro	Faculty Coordinator/Counselor	Puente Program
Nikki Barber	Faculty Coordinator/Counselor	Student Success Center (Interim)
Maribel Hernandez	Counselor	Puente Program
Rachel Ketai	Faculty	Puente Co-Coordinator/Humanities
Jason Suarez	Faculty	Professor Behavior Social Sciences
Nicole Mardesich	Student	Associated Student Organization
Arianna Villasor	Student	Associated Student Organization
Nicholas Castro	Student	Associated Student Organization
Jener Carbonell	Student	Associated Student Organization
Luis Barrueta	SI Coordinator	Supplemental Instruction
Marci Myers	Research Analyst	Institutional Research
Alexis Estwick	Program Director	Foster & Kinship Care
Ann Libadisos	Administrative Assistant	Student Equity Program
Connie Zandate	Career & Technical Education Coordinator	Industry & Technology
Barbara Budrovich	Writing Center Faculty Coordinator	Humanities

Access

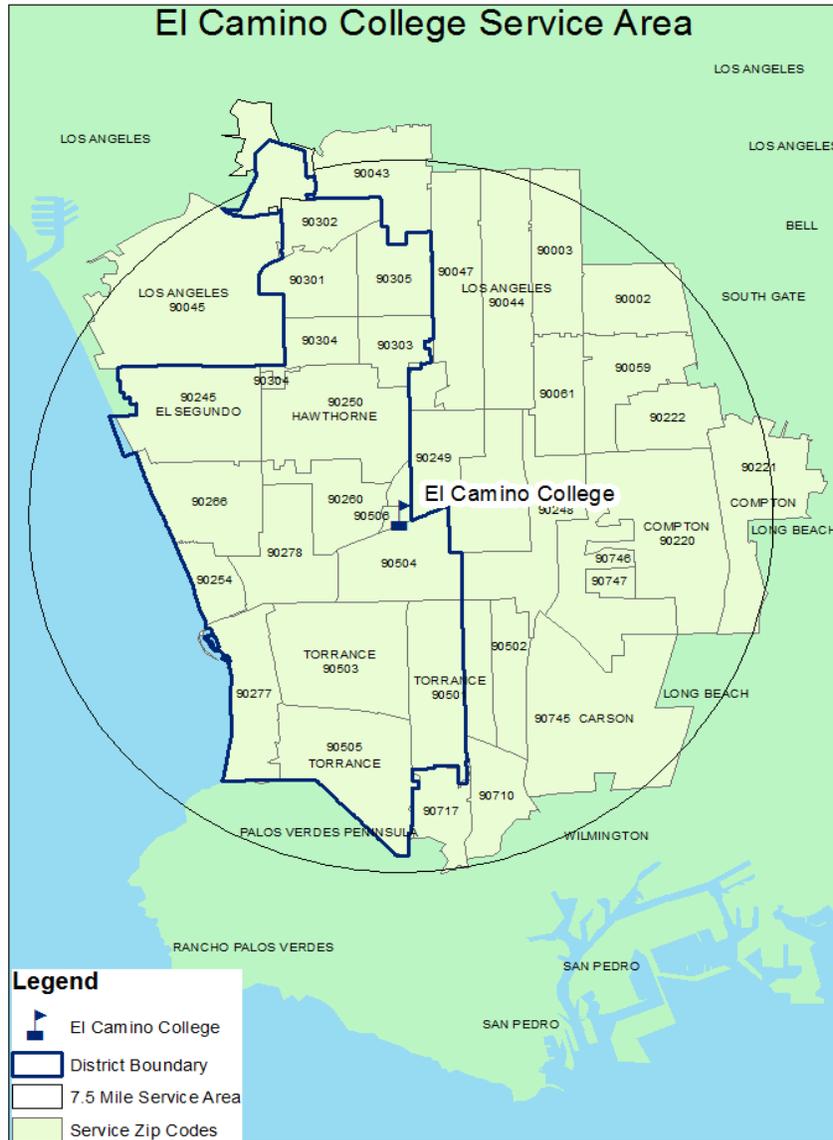
CAMPUS-BASED RESEARCH: ACCESS

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

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 college to the population of people living within the college 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 college. The service area is demonstrated in the figure on the following page. Where possible, community data is restricted to the adult population, age 18 to 64 to better reflect the population who utilizes the college.

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 consists of students who enrolled in credit courses at El Camino College 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 to 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.



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 and of the students served by El Camino College. Both genders have proportionality indexes very close to 1 so we can disregard disproportionate impact for gender in regards to access to education as defined by enrollment in the college.

Gender	Population	Headcount	Proportionality Index
Female	430,812	15,472	1.02
Male	404,469	14,043	0.98

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, African-American and White students are being under-represented on campus in terms of access to El Camino College courses. Two or more ethnic group students and Asians are over-represented on campus.

Ethnicity	Population	Headcount	Proportionality Index
African-American	311,709	5,315	0.77
Asian	142,248	4,517	1.44
Latino	594,389	13,151	1.00
Nat. Amer./Alas.	2,438	64	1.19
Pacific Islander	6,977	167	1.08
Two or More	32,628	1,147	1.59
White	240,064	4,622	0.87
Unknown	3,654	536	6.63

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 underserved in terms of the accessing El Camino College courses.

Disability Status	Population	Headcount	Proportionality Index
No disability identified	766,170	28,049	1.03
Identified disability	66,966	1,470	0.62

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 Career and Technical Education Act (CTEA) 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 with regard to accessing El Camino College for courses.

Economic Disadvantage Status	Population	Headcount	Proportionality Index
No economic disadvantage identified	909,454	10,414	0.51
Identified economic disadvantage	411,330	19,111	2.08

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	27,535	551	0.57
Non veterans	805,601	28,803	1.01

Foster Youth

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

Foster Youth are over-represented in terms of access and enrollment.

Foster Youth Status	Population	Headcount	Proportionality Index
Foster Youth	341	164	13.65
Non Foster Youth	805,601	28,803	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
Veterans	0.57
Identified Disability	0.62
African-American	0.77
White	0.87

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A. Increase the proportionality index for Veterans and African-Americans by 0.05 in four years.

Target Populations	Current Proportionality Index	Student Headcount in 2012-2013	Proportionality Index Goal for 2019-2020	Approximate Student Headcount in 2020
Veterans	0.57	551	0.62	601 (50 more students)
African-Americans	0.77	5,315	0.82	5,625 (310 more students)

ACTIVITIES: A. ACCESS

A. 1 IMPROVING AFRICAN AMERICAN STUDENT ACCESS

• **Activity Type(s)**

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

• **Target Student Groups**

ID	Target Group	# of Students Affected
A.1	African Americans	396*

*Number of African American high school graduates from local school districts likely to participate in school athletics.

• **Activity Implementation Plan**

We intend to target outreach to African American student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including preparing targeted publications and outreach materials.

The athletic program coaches currently have the knowledge and access to numerous high schools throughout the El Camino Community College District. El Camino College hosts 22 intercollegiate athletic programs that support nearly 400 student athletes

each year. In an effort to get them to enroll at the college, athletic coaches actively recruit students at their area high schools for two or three years. When area students decide to enroll they are commonly accompanied by siblings, friends or companions making athletic recruiting even more important. These student who participate in athletic programs commonly continue their education and seek either transfer or career opportunities at the college.

Assistant coaches (Athlete Faculty Recruiters) will perform targeted outreach to specific area high schools will enhance the reputation of the college and increase access of future students. Coaches are commonly provided a substantial amount of access to our high schools, not only to the athletic fields but to classrooms and parents. Faculty will receive faculty special assignment/stipend to compensate them for participating in additional outreach training and follow-up services to targeted students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Spring 2016 – Fall 2017	Faculty Special Assignment for Outreach - \$5,700	

• **Link to Goal**

The Institutional Research department will identify the district feeder high schools that have a large percentage of African – American students. The recruitment efforts of El Camino College coaches at these high schools will impact the number of students in the disproportionately impacted groups that will have personal contact with college personnel, including both coaches and outreach personnel.

• **Evaluation**

The Athletic Director and the Student Equity Program Director will work with Institutional Research to determine what data to collect—both quantitative and qualitative—to measure the impact of an activity on the goal. The Athlete Faculty Recruiters will also collect prospective student sign-in sheets at each event and follow-up with each student to assist in the registration process. The rates of Prospect-to-Applicant and Prospect-to-Enrolled will be measured and disaggregated by ethnic group. Qualitative data from Athlete Faculty Recruiters and quantitative registration activity will be studied at the end of every semester to measure progress and determine if the implemented strategies/activities need to be adjusted based on the prior semesters’ results.

A.2 INCREASING ACCESS AND SUPPORT TO VETERANS

• *Activity Type(s)*

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

• *Target Student Groups*

ID	Target Group	# of Students Affected
A.2	Veterans	411

• *Activity Implementation Plan*

With an estimated 2.2 million veterans residing in California, the state leads the nation in the number of veterans. That number is expected to increase dramatically as more military personnel serving in Iraq and Afghanistan complete their service.

The majority of these students enroll in a California community college. In 2010-11, more than 44,000 veterans utilized education benefits at a California community college. In addition, there are an estimated 8,000 to 10,000 active duty personnel enrolled annually at community colleges across the state, not including dependents.

A college education has become an absolute necessity for veterans returning to civilian life, and community colleges provide the majority of this education. Most veterans are ineligible for direct admission to the University of California or the California State University systems.

El Camino College has educational assistance for veterans through the Veteran Services Program. This program provides assistance to veterans and eligible dependents in planning educational programs and maintaining compliance with Veterans Administration regulations. One service to veterans is the availability of a dedicated space in our Veterans Resource Center (Veterans Center). El Camino College student veterans use this space to study, get to know one another, and have a place of their own to socialize between classes. Amenities such as computers and a workspace make it an ideal location to spend free time. Support services available at the Veterans Center include: access to computers, computer assistance, a study area, workshops, and referrals to a

variety of resources, both at the college and in the community. Staff help students with paperwork regarding their educational benefits, as well as assist them in becoming successful in the college environment.

There is great need to understand how to help the Veteran community be more successful and there is a need for more support personnel to research the activities that could be implemented to help improve access to the institution and address equity gaps within this population. A **part-time hourly employee(s)** will be hired to assist with these activities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.2	Spring 2016 – Fall 2017	Hourly Employee(s) - \$25,000	

• **Link to Goal**

The hourly employee(s) will be used to staff the Veterans Center. The employee(s) will be educated on services available to our students, and especially veterans. The college is in the process of hiring a dedicated Veterans counselor. The part-time employee(s) will be able to assist with scheduling for the veteran students and increase access to all college services. In addition, the part-time employee(s) will be trained to refer the veteran to off campus services offered by federal, state, local, and private agencies. Working with the certifying official, the Veterans counselor, and the division managers, and the part-time employee(s) will focus on those veteran populations facing the greatest challenges: females, homeless, and veterans with physical, mental, or emotional challenges as a result of combat.

• **Evaluation**

To ensure quality services and a welcoming environment for the target group (non-enrolled veterans in the service area), currently-enrolled veterans will be surveyed in spring 2016 to help us to better understand their needs and interests, as well as their satisfaction with services, amenities, and the college, as a whole. Results will be discussed and an action plan developed by the Veterans Center and Outreach & School Relations staff, faculty and leadership, as well as the Student Success Advisory Committee, and the Enrollment Management Committee. In addition, the hourly employee(s) will collect data on student use of the Veterans Center and services provided or referred. Institutional Research will analyze both veteran enrollment and Veteran Center usage data on an annual basis to evaluate the impact on Veteran access to the college.

Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. This ratio is 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. Course completion rates are calculated 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 category. The biggest difference between the two groups is in basic skills where males perform at lower rates, but within the 3-point gap measure (not shown).

Category	Gender	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	Female	65,215	44,551	68.3%	0.8%
	Male	62,041	41,426	66.8%	-0.8%
	<i>Total</i>	<i>127,261</i>	<i>85,979</i>	<i>67.6%</i>	

Ethnicity

Ethnicity is a factor which consistently demonstrates evidence of a disproportionate impact for African-American and Pacific Islander students. Native American/Alaskan Native students and two or more ethnic group students are also disproportionately impacted in certain subgroups of credit courses.

Category	Ethnicity	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	African-American	19,010	10,557	55.5%	-12.0%
	Asian	20,199	15,794	78.2%	10.6%
	Latino	63,632	41,455	65.1%	-2.4%
	Nat. Amer./Alas.	179	117	65.4%	-2.2%
	Pacific Islander	695	393	56.5%	-11.0%
	Two or More	5,852	4,036	69.0%	1.4%
	White	16,900	13,067	77.3%	9.8%
	Unknown	794	560	70.5%	3.0%
	<i>Total</i>	<i>127,261</i>	<i>85,979</i>	<i>67.6%</i>	
Credit Courses: Basic Skills	African-American	1,420	678	47.7%	-12.8%
	Asian	608	454	74.7%	14.1%
	Latino	3,708	2,296	61.9%	1.4%
	Nat. Amer./Alas.	13	11	84.6%	24.0%
	Pacific Islander	29	18	62.1%	1.5%
	Two or More	173	93	53.8%	-6.8%
	White	415	305	73.5%	12.9%
	Unknown	22	14	63.6%	3.1%
	<i>Total</i>	<i>6,388</i>	<i>3,869</i>	<i>60.6%</i>	
Credit Courses: Developmental	African-American	2,281	1061	46.5%	-12.8%
	Asian	1,771	1314	74.2%	14.9%
	Latino	8,544	4853	56.8%	-2.5%
	Nat. Amer./Alas.	30	17	56.7%	-2.6%
	Pacific Islander	94	50	53.2%	-6.1%
	Two or More	569	320	56.2%	-3.0%
	White	1,877	1372	73.1%	13.8%
	Unknown	65	43	66.2%	6.9%
	<i>Total</i>	<i>15,231</i>	<i>9,030</i>	<i>59.3%</i>	
Credit Courses: Transfer Level	African-American	15,309	8,818	57.6%	-11.6%
	Asian	17,820	14,026	78.7%	9.5%
	Latino	51,380	34,306	66.8%	-2.4%
	Nat. Amer./Alas.	136	89	65.4%	-3.7%
	Pacific Islander	572	325	56.8%	-12.4%
	Two or More	5,110	3,623	70.9%	1.7%
	White	14,608	11,390	78.0%	8.8%
	Unknown	707	503	71.1%	2.0%
	<i>Total</i>	<i>105,642</i>	<i>73,080</i>	<i>69.2%</i>	

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	121,463	82,176	67.7%	0.1%
	Identified disability	5,798	3,803	65.6%	-2.0%
	<i>Total</i>	<i>127,261</i>	<i>85,979</i>	<i>67.6%</i>	
Credit: Basic Skills	No disability identified	5,260	3,227	61.3%	0.8%
	Identified disability	1,128	642	56.9%	-3.7%
	<i>Total</i>	<i>6,388</i>	<i>3,869</i>	<i>60.6%</i>	
Credit: Developmental	No disability identified	14,615	8722	59.7%	0.4%
	Identified disability	616	308	50.0%	-9.3%
	<i>Total</i>	<i>15,231</i>	<i>9,030</i>	<i>59.3%</i>	
Credit: Transfer Level	No disability identified	101,588	70,227	69.1%	0.0%
	Identified disability	4,054	2,853	70.4%	1.2%
	<i>Total</i>	<i>105,642</i>	<i>73,080</i>	<i>69.2%</i>	

Economic Disadvantage

Students with an identified economic disadvantage based on BOG Fee Waivers, Pell Grants, CalWORKs, and CTEA status show very little difference in successful course completion when compared to those who have not been identified as having an economic disadvantaged status. Students with identified economic disadvantage show no disproportionate impact in course completion.

Category	Economic Disadv. Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	No economic disadvantage identified	42,139	28,101	66.7%	-0.9%
	Identified economic disadvantage	85,244	57,878	67.9%	0.3%
	<i>Total</i>	<i>127,261</i>	<i>85,979</i>	<i>67.6%</i>	

Veterans

Veterans and dependents of veterans successfully complete courses at a similar rate to the general population.

Category	Veteran Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	Veteran	1,760	1,207	68.6%	1.0%
	Non Veteran	125,501	84,772	67.5%	0.0%
	<i>Total</i>	<i>127,261</i>	<i>85,979</i>	<i>67.6%</i>	

Foster Youth

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

Category	Foster Youth Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	Foster Youth	1,161	560	48.2%	-19.3%
	Non Foster Youth	126,100	85,419	67.7%	0.2%
	<i>Total</i>	<i>127,261</i>	<i>85,979</i>	<i>67.6%</i>	
Credit Courses: Basic Skills	Foster Youth	136	58	42.6%	-17.9%
	Non Foster Youth	6,252	3,811	61.0%	0.4%
	<i>Total</i>	<i>6,388</i>	<i>3,869</i>	<i>60.6%</i>	
Credit Courses: Developmental	Foster Youth	150	52	34.7%	-24.6%
	Non Foster Youth	15,081	8,978	59.5%	0.2%
	<i>Total</i>	<i>15,231</i>	<i>9,030</i>	<i>59.3%</i>	
Credit Courses: Transfer Level	Foster Youth	875	450	51.4%	-17.7%
	Non Foster Youth	104,767	72,630	69.3%	0.1%
	<i>Total</i>	<i>105,642</i>	<i>73,080</i>	<i>69.2%</i>	

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. Although Latino students show less than a -3 percentage point gap, their point difference represents a large number of course completions lost and are therefore included as a target population.

All Credit Courses

Student Group	Percentage Point Gap	Course Enrollments	Number of Course Completions "Lost"
Foster Youth	-19.3%	1,161	225
African-American	-12.0%	19,010	2,282
Pacific Islander	-11.0%	695	77
Latino	-2.4%	63,632	1,528

Credit Courses: Basic Skills

Student Group	Percentage Point Gap	Course Enrollments	Number of Course Completions "Lost"
Foster Youth	-17.9%	136	25
African-American	-12.8%	1,420	182
Identified disability	-3.7%	1,128	42

Credit Courses: Developmental

Student Group	Percentage Point Gap	Course Enrollments	Number of Course Completions "Lost"
Foster Youth	-24.6%	150	37
African-American	-12.8%	2,281	292
Identified Disability	-9.3%	616	58
Pacific Islander	-6.1%	94	6
Latino	-2.5%	8,544	214

Credit Courses: Transfer Level

Student Group	Percentage Point Gap	Course Enrollments	Number of Course Completions "Lost"
Foster Youth	-17.7%	875	155
Pacific Islander	-12.4%	572	71
African-American	-11.6%	15,309	1,776
Latino	-2.4%	51,380	1,234

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B. Increase course completion rates for Foster Youth, African-Americans, and Pacific Islanders by 5% in four years. Increase course completion rate for Latinos by 2.5% in four years, as we try to improve the number of courses lost.

All Credit Courses

Target Population(s)	Current gap	Year	Goal	Goal Year
Foster Youth	-19.3%	2014-2015	-17.0% (≈28 more completions)	2020
African-American	-12.0%	2014-2015	-9.3% (≈515 more completions)	2020
Pacific Islander	-11.0%	2014-2015	-8.3% (≈20 more completions)	2020
Latino*	-2.4%	2014-2015	No Gap (≈1,528 more completions)	2020

**Although Latino students show less than a -3 percentage point gap, they represent a large number of course completions lost and are therefore included as a target population.*

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
Foster Youth	-17.9%	42.6%	-15.9%	44.7% (4 more completions)
African-Americans	-12.8%	47.7%	-10.5%	50.1% (33 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
Foster Youth	-24.6%	34.7%	-22.9%	36.4% (3 more completions)
African-Americans	-12.8%	46.5%	-10.5%	48.8% (54 more completions)
Pacific Islanders	-6.1%	53.2%	-3.4%	55.9% (3 more completions)
Latinos*	-2.5%	56.8%	-1.1%	58.2% (120 more completions)

**Although Latino students show less than a -3 percentage point gap, they represent a large number of course completions lost and are therefore included as a target population.*

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
Foster Youth	-17.7%	51.4%	-15.2%	54.0% (22 more completions)
Pacific Islanders	-12.4%	56.8%	-9.6%	59.6% (17 more completions)
African-Americans	-11.6%	57.6%	-8.7%	60.5% (442 more completions)
Latinos*	-2.4%	66.8%	-0.7%	68.5% (890 more completions)

*Although Latino students show less than a -3 percentage point gap, they represent a large number of course completions lost and are therefore included as a target population.

ACTIVITIES: B. COURSE COMPLETION

• Target Student Groups/1

ID	Target Groups	# of Students Affected*
B.1-B.4	Foster Youth	314
B.1-B.4	African-Americans	5,547
B.1-B.4	Pacific Islanders	168
B.1-B.4	Latinos	15,816

*Unduplicated count of students 2014-2015. - All enrolled students are eligible to take advantage of planned activities and service centers.

B.1 FULL-TIME READING SUCCESS CENTER PROGRAM COORDINATOR

• Activity Type(s)/2

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		

2/ All activities listed below under the Reading Success Center will target the student groups listed above.

• Activity Implementation Plan

The Reading Success Center (RSC) was initially developed and launched in 2011 with grant funds from the Department of Education Hispanic Serving Institution (HSI), Title V grant. The RSC focuses on student success in developmental English reading and writing courses. The RSC uses tutors trained in numerous reading software programs that improve a student's ability to read text faster,

easier, and with greater comprehension, as well as raise reading levels (Lexile). The RSC helps students by augmenting vocabulary through context, grasping the main idea, and gaining a full understanding of the text. The Student Equity Plan supports this very important support service by providing more tutors trained in the software and additional hours to work with students in the center.

Since opening, over 1,906 students have visited the Reading Success Center to use the tutors and software in the computer lab. The largest percentage of students who used the RSC during 2014-15 were Latino at 40%, followed by African American (26%), Asian (24%), White (6%), and “other” (4%) ethnic groups.

Since its installation, the RSC has expanded its services to also offer 15 success workshops every semester on various topics such as 1) being a successful reading student, 2) navigating a textbook, 3) learning styles, 4) vocabulary building, and 5) advance reading strategies.

Due to the high demand from students accessing the center, the hours of operation were extended to 5:00 p.m. one day a week to accommodate students that have later class schedules. In addition, the RSC opened its doors to accommodate summer school students for the first time in summer 2014 and continued to provide it this past summer. New services were added such as test proctoring, individualized tutoring through personal academic planning, and exit exam preparation. The RSC hosted contests and book drives, where donated books and magazines would be on display for students to take for free. This helped promote reading for fun and improved the students’ interest in reading. The RSC also keeps up-to-date textbooks used in core-targeted courses to better serve students when they meet with a tutor. The RSC houses student editions for students to use in the center, as well as instructor editions for tutors to use as a guide when helping students.

The Reading Success Center is based, in part, on the Chaffey College model of Success Centers. The Center resembles the classroom environment, and students who participate are significantly more likely to succeed in their courses according to a recent study conducted by Institutional Research (To date, students who use the center 3 or more times have a significantly higher success rate than those who did not attend the center). By attending the Reading Success Center, students learn reading strategies that help in current classes, throughout their academic endeavors, and beyond. As a new intervention, the RSC will be expanding their services to include courses across the curriculum that have been identified by the Student Equity Plan having the most disproportionate impact.

The **full-time RSC Program Coordinator** will be responsible for scheduling English tutors, expanding Peer Assisted Study Sessions (PASS)* Mentors, workshop activities, classroom presentations on program services, student group trainings on software usage, and outreach efforts to the targeted courses and student group populations. In addition, the coordinator will assist with a program needs assessment in collaboration with Institutional Research Analyst and the Student Equity Program Director. The assessment will evaluate what other services could be provided to assist students with retention and success.

The RSC Program Coordinator will expand tutoring services to include 10 Peer Assisted Student Session (PASS) Mentors for English courses identified by Institutional Research. Courses chosen will reflect the highest equity gaps in course completion for disproportionately impacted Foster Youth, African-American, Latino, and Pacific Islander students.

**Please see page 40 for a detailed description of PASS Mentors program.*

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Spring 2016 – Fall 2020	Full-time Reading Success Center Program Coordinator - \$54,252	

• **Link to Goal**

A full-time program coordinator for the Reading Success Center will allow for hiring, training and scheduling of a greater number of tutors and PASS Mentors working in the center. Since PASS Mentors are tied to specific courses (unlike tutors), a program coordinator will be able to research the courses best targeted for use of a mentor and market the RSC to the courses and programs with the highest percentage of targeted students. A RSC Program Coordinator will also be charged with registering and tracking students using the center and evaluating the success of the Student Equity efforts.

• **Evaluation**

Students using the Reading Success Center will be required to register with the center and student usage will be captured. The registration process will allow for the capture of data on the students’ major, educational goals, current courses, courses for which they are receiving tutoring, ethnicity, and other characteristics. Analysis of this information will allow for the RSC staff to determine who is using the center, how often, for how long, and for what reason (to use the lab for homework, tutoring, test-taking, workshops)

to determine the level of services provided at any given time. Findings will be explored each semester to identify any equity gaps in usage and opportunities for improved access to the RSC.

At the end of each semester, usage data will also be sent to Institutional Research for an in-depth analysis to determine if attending the center helped increase successful course completion rates for targeted groups. In addition, we will continue to conduct a survey of students at the end of every semester on how well services are being provided and where improvements can be made.

B.2 READING SUCCESS CENTER TUTORS (HOURLY)

• Activity Type(s)

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

• Activity Implementation Plan

The Reading Success Center (RSC) will need tutors (hourly employees) for a number of purposes. Currently, the RSC is only open from 9am – 3pm three days per week, 9am – 5 pm one day and closed on Fridays. One reason for the limited hours is the need for someone to register students as they come to use the center. Additional funds for hourly workers will permit longer hours and hence greater availability for student use. The tutors in the RSC are trained in the use of reading and comprehension software and they are available at designated hours throughout the week. The equity funds will be used to increase the number of tutors trained to use the software, and also the number of hours tutors are available to assist students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Fall 2015 – Fall 2020	Reading Success Center Tutors (Hourly) - \$52,540	

B.3 FULL-TIME STUDENT SERVICES SPECIALIST

• **Activity Type(s)**

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	X	Professional Development		

• **Activity Implementation Plan**

The **full-time Student Services Specialist** is a new position which will provide support services and intervention focused on expanding the RSC Peer Assisted Study Sessions (PASS) to include other gatekeeper courses that have been identified through the Institutional Research Course Completion analysis as having the highest equity gaps (See Attachment C for a list of courses). The Student Services Specialist will collaborate with the RSC Coordinator and work with the Student Equity Program Director to expand PASS Mentor support services to other targeted courses across the curriculum. The specialist will also train, recruit and evaluate the new specialized PASS Mentors interventions in the classroom. The Student Services Specialist will work with the following divisions to offer PASS Mentors: Fine Arts, Industry & Technology, Business, Health & Athletics, and Behavioral and Social Sciences. These divisions offer courses identified to have higher percentages of students with identified gaps in successful course completion. Once hired, this person will recruit, train, and supervise the PASS Mentors assigned to these divisions (see B.4 Peer Assisted Study Session Mentors for details of this activity).

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	Spring 2016 – Fall 2020	Full-time Student Services Specialist - \$50,436	

• **Link to Goal**

A full-time Student Services Specialist for the Reading Success Center will allow for hiring, training and scheduling of a greater number of tutors and PASS Mentors working in the center. The Student Service Specialist will be charged with the recruitment, training and scheduling of PASS Mentors for the identified courses.

- **Evaluation**

The effectiveness of the Student Service Specialist will be evaluated based on the increase in the number of PASS workshops offered in the 2015-16 and future years, compared to the offerings in prior years. In addition, PASS workshops have not previously been offered in Business, Behavioral and Social Sciences, Industry & Technology, or Fine Arts classes. Successful course completion for targeted student in those divisions will be evaluated.

B.4 PEER ASSISTED STUDY SESSIONS (PASS) MENTORS (HOURLY)

- **Activity Type(s)**

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

- **Activity Implementation Plan**

Peer Assisted Study Sessions (PASS) are student-led group-study sessions. These study sessions help students develop study skills, acquire a clear view of the academic requirements of the course, enhance understanding of course content through group discussions and develop test-taking and assessment techniques specific to an identified course. PASS is usually offered in courses which have proved to be difficult for students and aims to create a positive learning and studying community. PASS sessions will be offered for courses in the Business, Behavioral and Social Sciences, Fine Arts, Humanities, and Industry and Technology divisions, for courses identified as having high percentages of students with a disproportionate impact.

The student tutors/leaders are called PASS Mentors. PASS Mentors have successfully completed the course and are trained to provide weekly mentoring to students. The students are identified by instructors and trained prior to being placed as a mentor.

Equity funding will provide resources to hire additional PASS Mentors to increase the number of courses and sections that will be served by the program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.4.1	Fall 2015 – Fall 2020	PASS Mentors (Hourly) -\$63,360	
B.4.2	Spring 2016 – Fall 2020	Marketing Materials - \$7,366	

• **Link to Goal**

The goal of improved course completion for courses in Behavioral and Social Sciences, Business, Fine Arts, Humanities, and Industry and Technology courses is supported by the expansion of the PASS Mentor sessions to courses outside the Humanities Division. Each workshop added requires a PASS Mentor to be trained, and the PASS Mentor is required to attend the scheduled classes along with study sessions. This activity will support the PASS Mentors.

• **Evaluation**

Courses identified by Institutional Research as having a high percentage of foster youth, African-American, or Pacific Islander students will be offered the opportunity to have PASS Mentors. PASS Mentors will collect student sign-in data for each PASS Session so student usage is captured. Analysis of this data will allow the RSC staff to determine who is using the Peer-Assisted Study Sessions, and how often for each course and section, disaggregated by ethnicity.

At the end of each semester, an unduplicated list of all data collected will be sent to Institutional Research for an in-depth analysis to determine if attending PASS Sessions helped increase completion rates for targeted groups by course. In addition, we will continue to conduct a survey of students at the end of every semester on how services are being provided, particularly for targeted groups.

B.5 STATISTICS MATH REVIEW WORKSHOPS

• **Activity Type(s)**

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

• **Target Student Groups**

ID	Target Groups	# of Students Affected
B.5	Foster Youth	15
B.5	African-Americans	241
B.5	Pacific Islanders	10
B.5	Latinos	1,003

• **Activity Implementation Plan**

Instructional Support Activities by providing Math Review Workshops presented by instructors, who will be compensated through a special assignment/stipend, to offer additional instruction to students and Direct Support (50%) by giving statistics' students additional instruction.

Statistics is a terminal course for many of our students, as it is a transfer level math class. Many students take this course to satisfy major requirements and/or graduation requirements. It is often a difficult class for students. In the fall 2014 semester, 784 students were enrolled in 19 sections of Math 150: Elementary Statistics. The pass rate for all students in the class was 68%. One difficulty is that a large number of these students are ill-equipped for the class. The prerequisites for the class are algebra-centered courses (Math 73, Math 80), but Statistics is a more data-analysis themed subject. Students are not accustomed to thinking critically and interpreting authentic real-world problems, and as a result they fare poorly. These students need a lot of support. Math Review Workshops hosted by math faculty and experts in Statistics, offered on a regular basis will help students develop the critical thinking and real-world interpretation skills needed for the class.

Math Review Workshops are presented by instructors who meet with students twice a week to offer additional instruction, problem solving review, and study skills specific to the current topics in the course. Electronic communications are sent to students in every section once a week, all semester long.

This activity plan will offer three Statistics Math Review Workshops per semester, offered at different times of the day. They will consist of 6 hours per week for each workshop, for 16 weeks.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.5	Spring 2016 – Fall 2017	6 Math Review Workshops, Faculty Special Assignments - \$12,000	

• **Link to Goal**

One-on-one instruction by an instructor is equivalent to seeing the professor during office hours, but El Camino does not compensate adjunct instructors for office hours. Sixty percent of Statistics classes are taught by adjunct faculty members. African-American students in statistics classes are disproportionately impacted. A report by Institutional Research showed that 96 African-American students were enrolled in Math 150: Statistics for the spring 2014 semester. The pass rate for all students was 68%, but the rate for African-American students was only 40%. Disproportionately impacted students will be informed of the Math Review Workshops through posters, fliers, and classroom visits. In addition, students in the Project Success Program, Puente, and the Student Success Center cohorts will be notified of the availability of the workshops.

• **Evaluation**

Students attending Statistics Math Review Workshops will be required to sign in using student identification numbers (ID). These ID numbers allow the Institutional Research department to track student age, gender, race/ethnicity and participation in many other campus services. At the end of each semester, participation and successful course completion by targeted groups will be measured and compared to non-participants and the overall student completion rates to determine changes in the equity gap.

B.6 WRITING ACROSS THE CURRICULUM

• **Activity Type(s)**

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

• **Target Student Groups**

ID	Target Group	# of Students Affected
B.6	African American	275*

*Number of African American students typically enrolled in selected courses.

• **Activity Implementation Plan**

Create a “Writing Across the Curriculum” (WAC) Faculty Cohort (Faculty Special Assignments/stipends) to participate in a two-semester long project of professional development and WAC assignment implementation. Faculty will be chosen from several divisions across campus based on who teaches courses with higher African American student populations, particularly those courses with lower completion rates for African Americans (see SEP research file “Fall 2014 courses by non-successful completion” for a complete list). Twelve faculty members will participate in one 3-hour dialogue-based professional development workshop in spring 2016, at the completion of which faculty will work independently to produce an enhanced writing assignment geared to create authentic engagement. WAC’s primary goal is to promote the use of writing in all classes through such methods as interdisciplinary faculty forums. Furthermore, Title 5 §55002 requires that college coursework assessment be based upon “demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” The WAC approach works to ensure a consistent academic rigor of writing across the campus which will improve success and completion rates.

In fall 2016, once assignments have been developed, faculty will meet once again (1 hour) at the beginning of the semester to review and share plans for implementation of the assignment and to review the process for a pre-test to measure class communication ability thus creating a baseline for later comparison. Faculty will meet for a final time (1 hour) to share the results at the end of the semester. Data gathered at the end of the semester will indicate whether there was an improvement in learning and if those numbers are in agreement with successful completion rates.

Three faculty facilitators (compensated through a Faculty Special Assignment) will organize the various workshops and faculty coordinators will work to determine appropriate courses to include in the project, solicit participants and collect and analyze data.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.6.1	Spring 2016 – Fall 2017	Faculty Special Assignment - \$4,200	
B.6.2	Spring 2016 – Fall 2017	Curriculum/Course Development or Adaptation - \$4,200	

• **Link to Goal**

The goal is to implement authentic pedagogical change through thoughtful writing assignments in a variety of disciplines, targeting those courses most frequently taken by African American students. It will be determined whether a WAC pedagogical approach with enhanced assignments improves course completion rates for African American students.

By increasing authentic engagement with course material through enriched assignments and pedagogy, there will be higher completion rates in the targeted courses for the target population.

While courses with higher population of African American students are targeted, this will positively affect the completion rates of all enrolled students in those courses. Faculty will benefit from increased dialogue about best teaching practices in general. Specifically, English faculty will become more informed about the subject area application of the skills they teach. Increased communication between English and non-English areas would encourage consistent standards of writing and research.

• **Evaluation**

The Communication Institutional Learning Outcome (ILO) assessment conducted in spring 2015 evaluated 610 students' ability to effectively communicate in written, spoken or signed, or artistic forms. A rubric created by the Assessment of Learning Committee (ALC) and addressing the traits of organization, delivery, and substantive content was distributed to faculty from a range of programs on campus. Results were gathered from Art, Art History, Math, English, Computer Information Systems, Sign Language, and Nursing courses, and disaggregated according to type of communication, demographics, and units completed.

The disaggregation by completed units allowed the ALC to see that El Camino College students generally have higher success rates as they have more instruction and experience in college. However, this was not true for the written communication skills, which seem to improve for those who have taken 15-29 units (78%), but then decline in subsequent semesters (30-59 units: 68%; 60+ units: 69%. See Table 1). One theory for this decline in skills is based on the timing when most people take college English. English 1A (Reading

and Composition) is often taken at the end of their first year or the beginning of their second year at El Camino College. While they are taking the class, students are more aware of certain standards of writing. The ALC believes that the post-English 1A-decline is a result of writing skills not being a primary focus in other coursework. Based on these results, one action plan is to implement a best practices recommendation of "Writing Across the Curriculum" (WAC).

Table 1

Communication Method	Units	ILO Passage Rate
Spoken/ signed	Total	79%
	<15	59%
	15-29	73%
	30-59	84%
	60+	88%
Written	Total	71%
	<15	68%
	15-29	78%
	30-59	68%
	60+	69%
Overall	<15	66%
	15-29	76%
	30-59	76%
	60+	78%

Anecdotal information gathered from faculty performing the ILO assessment indicates certain aspects of organization, delivery, and content as being the contributing factors to poorer scores. These aspects include weak thesis statements, inability to support the thesis or argument, poor research, and an inability to incorporate research smoothly and appropriately (perhaps due to lower reading comprehension). Based on the data, numeric and anecdotal, the ALC believes action is required in the areas of research, reading, and writing to improve student performance in communication. This can be remedied through a Writing Across the Curriculum (WAC) faculty cohort.

Another indication found in the ILO data was the underperformance of certain demographic groups on campus, namely African Americans and Latinos. These groups underperformed 16-21 percentage points lower than white students (Table 2) with African American students having the lowest success rate. For a detailed analysis of the data, please go to http://www.elcamino.edu/academics/slo/docs/ilo_assessments/ilo-2_communication/Communication_ILO_report_2015.pdf. It is reasonable to conclude that the low completion rates in these classes is related to some students' inability to successfully grasp concepts related to research, reading, and writing that are objectives of a Basic Skills English course (e.g. English A – Writing the College Essay, and English B – Introduction to College Writing).

Table 2 – Pass rate

Written	African-American	65%
	Asian	71%
	Filipino	88%
	Latino	70%
	Other	75%
	Unknown	75%
	White	86%

Based on the above data from the Communication ILO and Student Equity Program research, the ALC has determined an action plan to close this gap and improve written communication skills and completion rates in our African American student population.

Research/Evaluation

At the beginning of the semester, a pre-test will be given to measure class communication ability. This will create a baseline for later comparison. Data gathered at the end of the semester will indicate whether there was an improvement in learning and if those numbers are in agreement with successful completion rates.

The proposal's definition and design provides clear standards for evaluation of the program, the staff who conduct it and the students served by the program. Student persistence and success data will be measured quantitatively and qualitatively, and it will include formative and summative information. The primary data source will be generated by the students engaged in the program. For the cognitive domain, course grades and completion rates will be measured. Participation in academic and student support services will be identified for students in these courses to help isolate the benefits of this intervention. For the affective domain, reaction questionnaires, surveys and self-evaluations will be used. In addition, activity logs, interviews and focus groups will be explored.

B.7 EXPANDING HOURS FOR WRITING CENTER (HOURLY)

• **Activity Type(s)**

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

• **Target Student Groups**

ID	Target Groups	# of Students Affected
B.7	Foster Youth	314
B.7	African-Americans	5,547
B.7	Pacific Islanders	168
B.7	Latinos	15,816

• **Activity Implementation Plan**

Writing Center Expansion/Peak Hours and Evening - The Writing Center (WC) provides drop-in writing assistance for any ECC student who has a writing assignment. Assistance is in the form of pre-writing conferences for students before they have started the writing assignment and then two writing conferences once the assignment has been started. Grammar conferences are also available. Students can use the Writing Center for as many assignments as necessary and for any class with a writing assignment. The Writing Center tutors all have Bachelor’s or Master’s degrees. This expansion serves both daytime and evening students, targeting the most highly used morning hours and the post-6pm hours that are typically accessed by our late afternoon students. As a campus-wide service, it is important that the WC offer hours convenient for all students, not just students enrolled in Humanities. In fall 2015, student equity funds are being used to keep the center open until 8:00 p.m.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.7.1	Fall 2015 – Fall 2017	Extra Writing Center Tutors (Hourly) - \$37,000	

• **Link to Goal**

An Institutional Research study identified El Camino College courses where a substantial gap exists between African American success rates and those of all students enrolled in English B: Introduction to College Writing (basic skills), English A: Writing the College Essay (developmental) and English 1A: Reading and Composition. Other courses, such as Political Science 1: US Government, Music 111: Music Appreciation and Anthropology 1: Cultural Anthropology, are among other courses identified with significant African-American enrollment and significant equity gaps. Recruitment efforts to these courses will assist in the recruitment of disproportionately impacted students to the Writing Center. With additional tutorial support, the faculty of the English department believes that these gaps can be narrowed.

• **Evaluation**

Student usage of the Writing Center is monitored by student workers. Students are required to check into and out of the center. This check-in process collects student identification numbers and the course and assignment. The data collected will allow Institutional Research to analyze student success data, such as number of visits, length of visit, and course completion data. Data will also be disaggregated by ethnicity. Target group performance can be compared to the overall student course completion data to determine the effect on student equity gap. In addition, data will be collected on the total number of students served prior to the expansion of

tutors at peak and evening hours to determine how many more students are being served as a result of this activity. Data will be analyzed at the conclusion of each semester.

B.8 ATHLETE SUMMER BRIDGE PROGRAM FOR ATHLETE STUDENTS

• **Activity Type(s)**

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

• **Target Student Groups**

ID	Target Groups	# of Students Affected
B.8	Foster Youth	8
B.8	African-Americans	164
B.8	Pacific Islanders	15
B.8	Latinos	200

• **Activity Implementation Plan**

The Student-Athlete Summer Bridge Program is designed to assist basic skill-level student athletes who recently graduated from high school with college success strategies. The program prepares students for higher education through a series of learning strategies, compliance processes and study techniques. Many students enroll in athletic programs lacking a solid academic foundation and academic skills in the areas of reading, writing, and studying skills. To make the transition smoother and promote retention and transfer for students, incoming freshmen student-athletes will participate in a summer bridge program designed to give each student the necessary skills in the areas of time management, stress management, and study strategies to be successful in their first year of college and beyond.

Student athletes will be expected to work in teams during the intensive summer bridge program. The majority of the student athletes enrolled in the athletic program will be African American and Latino students who are the first in their family to attend college. Over 70% of the students receive some type of financial aid such as a Pell Grant, Cal Grant, or BOG Fee Waiver.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.8.1	Summer 2016 – Summer 2017	Faculty Special Assignments - \$8,400	
B.8.2	Summer 2016 – Summer 2017	Student Mentors (Hourly) - \$320	
B.8.3	Summer 2016 – Summer 2017	Program Materials/Workshop Food - \$1,500	

• **Link to Goal**

Student Athletes without appropriate academic preparation will be enrolled in the Student-Athlete Summer Bridge Program. Summer training classes have been identified as having a large proportion of targeted student populations. All students participating for the first time in summer training classes will be enrolled in the bridge program and assigned student mentors.

• **Evaluation**

Participants in the Student-Athlete Summer Bridge Program will be tracked in their first two years of fall and spring enrollment to measure their successful course completion and persistence through both semesters. Their outcomes will be compared with non-participating student athletes, students with similar characteristics as those targeted for the program (e.g., basic skills, first generation college student), and historical completion rates for target-group athletes. Results will be disaggregated and compared by target group.

B.9 GUARDIAN SCHOLARS PROGRAM (FOSTER YOUTH)

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
B.9	Foster Youth	314

• **Activity Implementation Plan**

Currently at El Camino College, there is no Foster Youth program equipped to address the success indicators for this student population. These students come to the higher education experience with extraordinary needs. Youth living in out-of-home care

have experienced loss of their family along with other traumatic experiences. Many of the students may be impacted by chronic trauma, experienced multiple home placements, and oftentimes do not complete the school year at the same primary or secondary educational institution thus lack the modeling and support needed as they transition into adulthood and higher education. The impact of these factors results in financial needs, inability to communicate their needs effectively, limited skills in engaging the academic process effectively, difficulty navigating the college's matriculation process, and difficulty accessing resources that support their transition processes: housing, transportation, and other basic needs of daily living. The Student Equity Plan reports that Foster Youth students succeed at a much lower rate than the general student population, successfully completing less than half of their course attempted.

The Guardian Scholars Program is being created and implemented this fall 2015 to meet the needs of the Foster Youth at El Camino College:

1. The program is student-focused and will provide services to current and former Foster Youth. The Guardian Scholars Program will offer individualized attention to help students realize their academic, personal, and career goals. Services will be offered to meet the individual needs of the students by a) Assisting them with gaining institutional access; b) Referring them to services that support their retention and academic success; c) Implementing strategies that assist with Course Completion; and d) Providing Basic Skills completion interventions.
2. The program will also be data-focused. Accurate and timely data collection is also a goal of the program. The program will gather and report data on the delivery of services to Foster Youth that enables El Camino College to accurately represent the Foster Youth population to the California Community Colleges Chancellor's Office.

The overarching intent of the program is to provide the student with the support services that are tailored to meet their specific needs and increase the probability of academic success. The circle of support that we create will provide the support that they can rely on when times are difficult.

B.9.1 Case Manager (Hourly)

The part-time Program Case Manager will provide numerous services to current and former Foster Youth at El Camino College. The program will develop a case management arrangement for Foster Youth participating in program. The Program Case Manager will help students schedule appointments with the program Counselor, collaborate with the Counselor to link each student with appropriate services, and enter and maintain data to improve cross-data communication. The Program Case Manger will also collaborate with other student services entities to identify and serve current and former Foster Youth and assist in the Outreach and School Relations department with recruitment efforts aimed at current and former Foster Youth.

B.9.2 Program Assistant (Hourly)

The part-time Program Assistant will assist the Program Case Manager with operations of the Guardians Scholar Program. Typical duties will include scheduling student appointments with the Counselor and Program Case Manager, data entry, assisting with outreach activities, and assisting the Program Case Manager in all areas related to direct services to students.

B.9.3 Adjunct Counselor

The part-time Counselor, funded through Student Success and Support Program (SSSP), will provide draft and update abbreviated and comprehensive educational plans, work with students on academic, financial aid, and progress probation or dismissal, and collaborate with the Program Case Manager to ensure Foster Youth enrolled in the program are educated about appropriate student support services.

B.9.4 Academic Materials

Academic materials deemed necessary for student success by the Program Case Manager will be made available to the students in the Guardian Scholars Program. Such material may include books, bus passes, bookstore vouchers, calculators, pens, paper, notebooks, etc.

B.9.5 Professional Development

Support is needed for the Guardian Scholars Program Case Manager and Counselor to attend professional development activities, workshops and conferences to keep them current on the rules and regulations regarding educational opportunities for current and Foster Youth.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.9.1	Fall 2015 – Fall 2020	Case Manager (Hourly) - \$29,920	
B.9.2	Fall 2015 – Fall 2020	Assistant (Hourly) - \$18,000	
B.9.3	Fall 2015 – Fall 2020	No cost to SEP	\$52,000 (SSSP Funds)
B.9.4	Fall 2015 – Fall 2020	Academic Materials - \$10,000	
B.9.5	Fall 2015 – Fall 2020	Conference Travel - \$5,000	

- **Link to Goal**

Foster Youth are disproportionately impacted in the area of course completion. The development of a Guardian Scholars Program will provide resources for the College to reach out to affected students. Once identified, the Program Case Manager and Program Assistant, along with the Counselor, will be able to direct students to the numerous resources already available on campus.

- **Evaluation**

The Program Case Manager for the Guardian Scholars Program will collect student information for each student in the program, including course completions, completion of SSSP requirements, counselor appointments, major, etc. The data will be collected each semester and analyzed annually for basic skills completion, persistence, degree/certificate completion, and transfer.

ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: 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
ESL and Basic Skills Completion	The number of students who complete a final ESL or 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, math, or ESL) during the 2008-2009 school year and subsequently completed the final course within that sequence. These students are tracked for six 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 in ESL is determined by successful completion of a transfer-level ESL or English course. A successful outcome for math is determined by the successful completion of a transfer-level or degree applicable level course.

Gender

Male students have a lower completion rate in basic skills math and English. Female students have a lower completion rate in basic skills ESL showing evidence of disproportionate impact.

Category	Gender	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	Female	1,793	527	29.4%	1.4%
	Male	1,447	381	26.3%	-1.7%
	<i>Total</i>	3,241	908	28.0%	
Basic Skills ESL	Female	262	74	28.2%	-4.3%
	Male	159	63	39.6%	7.1%
	<i>Total</i>	421	137	32.5%	
Basic Skills English	Female	1,679	871	51.9%	2.5%
	Male	1,604	751	46.8%	-2.6%
	<i>Total</i>	3,284	1,622	49.4%	

Ethnicity

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

Basic skills ESL is the lowest enrolled basic skills sequence. Latino students complete the sequence at much lower rates than their counterparts.

African-American, Native American/Alaskan Native, and Pacific Islander students appear to be disproportionately impacted in the basic skills English sequence.

Category	Ethnicity	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	African-American	934	148	15.8%	-12.2%
	Asian	241	99	41.1%	13.1%
	Latino	1,336	385	28.8%	0.8%
	Nat. Amer./Alas.	19	9	47.4%	19.4%
	Pacific Islander	49	8	16.3%	-11.7%
	White	410	166	40.5%	12.5%
	Unknown	252	93	36.9%	8.9%
	<i>Total</i>	<i>3,241</i>	<i>908</i>	<i>28.0%</i>	
Basic Skills ESL	African-American	9	4	44.4%	11.9%
	Asian	209	81	38.8%	6.2%
	Latino	153	33	21.6%	-11.0%
	Nat. Amer./Alas.	-	-	-	-
	Pacific Islander	*	*	*	*
	White	28	11	39.3%	6.7%
	Unknown	21	8	38.1%	5.6%
	<i>Total</i>	<i>421</i>	<i>137</i>	<i>32.5%</i>	
Basic Skills English	African-American	819	273	33.3%	-16.1%
	Asian	448	283	63.2%	13.8%
	Latino	1,363	670	49.2%	-0.2%
	Nat. Amer./Alas.	10	4	40.0%	-9.4%
	Pacific Islander	60	19	31.7%	-17.7%
	White	360	235	65.3%	15.9%
	Unknown	224	138	61.6%	12.2%
	<i>Total</i>	<i>3,284</i>	<i>1,622</i>	<i>49.4%</i>	

Disability Status

Students with an identified disability complete the basic skills math and English sequences at a lower rate than the average. There are not enough students with an identified disability in the ESL cohort to measure the percentage point gap.

Category	Disability Status	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	No disability identified	3,070	874	28.5%	0.5%
	Identified disability	171	34	19.9%	-8.1%
	<i>Total</i>	<i>3,241</i>	<i>908</i>	<i>28.0%</i>	
Basic Skills ESL	No disability identified	414	133	32.1%	-0.4%
	Identified disability	*	*	*	*
	<i>Total</i>	<i>421</i>	<i>137</i>	<i>32.5%</i>	
Basic Skills English	No disability identified	3,110	1,542	49.6%	0.2%
	Identified disability	174	80	46.0%	-3.4%
	<i>Total</i>	<i>3,284</i>	<i>1,622</i>	<i>49.4%</i>	

Economic Disadvantage

Students with an identified economic disadvantage completed the basic skills math and English sequences at a rate similar or better than other students. This group performed much better than those without an economic disadvantage in basic skills ESL, but students in ESL courses might not qualify for aid that would indicate if they are economically disadvantaged.

Category	Economic Disadv. Status	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	No economic disadv. identified	1,279	353	27.6%	-0.4%
	Identified economic disadvantage	1,962	555	28.3%	0.3%
	<i>Total</i>	<i>3,241</i>	<i>908</i>	<i>28.0%</i>	
Basic Skills ESL	No economic disadv. identified	285	61	21.4%	-11.1%
	Identified economic disadvantage	136	76	55.9%	23.3%
	<i>Total</i>	<i>421</i>	<i>137</i>	<i>32.5%</i>	
Basic Skills English	No economic disadv. identified	1,323	607	45.9%	-3.5%
	Identified economic disadvantage	1,961	1,015	51.8%	2.4%
	<i>Total</i>	<i>3,284</i>	<i>1,622</i>	<i>49.4%</i>	

Veterans

Veteran students completed the basic skills math and English sequences at a rate similar to other students. There are not enough veteran students in the ESL cohort to measure the percentage point gap.

Category	Veterans Status	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	Veteran	60	28	46.7%	18.7%
	Non Veteran	3,181	880	27.7%	-0.4%
	<i>Total</i>	<i>3,241</i>	<i>908</i>	<i>28.0%</i>	
Basic Skills ESL	Veteran	*	*	*	*
	Non Veteran	419	135	32.2%	-0.3%
	<i>Total</i>	<i>421</i>	<i>137</i>	<i>32.5%</i>	
Basic Skills English	Veteran	47	33	70.2%	20.8%
	Non Veteran	3,237	1,589	49.1%	-0.3%
	<i>Total</i>	<i>3,284</i>	<i>1,622</i>	<i>49.4%</i>	

Foster Youth

In the math sequence, foster youth students successfully complete the sequence at a lower rate than other students. This group has a higher completion rate in basic skills English than the average rate. There were no foster youth students in the ESL cohort.

Category	Foster Youth Status	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	Foster Youth	13	2	15.4%	-12.6%
	Non Foster Youth	3,228	906	28.1%	0.1%
	<i>Total</i>	<i>3,241</i>	<i>908</i>	<i>28.0%</i>	
Basic Skills ESL	Foster Youth	-	-	-	-
	Non Foster Youth	421	137	32.5%	0.0%
	<i>Total</i>	<i>421</i>	<i>137</i>	<i>32.5%</i>	
Basic Skills English	Foster Youth	15	10	66.7%	17.3%
	Non Foster Youth	3,269	1,612	49.3%	-0.1%
	<i>Total</i>	<i>3,284</i>	<i>1,622</i>	<i>49.4%</i>	

Student Groups Experiencing the Greatest Gaps in ESL and Basic Skills Completion

The tables below show the student groups with a “-3 percentage point gap or greater” in ESL and 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 ESL and Basic Skills sequence, would have closed the equity gap.

Basic Skills Math

Student Group	Percentage Point Gap	Students	Number of Students “Lost”
Foster Youth	-12.6%	13	2
African-American	-12.2%	934	114
Pacific Islander	-11.7%	49	6
Identified Disability	-8.1%	171	14

Basic Skills ESL

Student Group	Percentage Point Gap	Students	Number of Students “Lost”
Latino	-11.0%	153	17
Female	-4.3%	262	13

Basic Skills English

Student Group	Percentage Point Gap	Students	Number of Students “Lost”
Pacific Islander	-17.7%	60	11
African-American	-16.1%	819	132
Nat. Amer./Alas. Nat.	-9.4%	10	1
Identified Disability	-3.4%	174	6

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

GOAL C. Increase basic skills completion rates for disproportionately impacted student groups by 10% in four years.

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
Foster Youth	-12.6%	15.4%	-11.1%	16.9% (1 more completions)
African-Americans	-12.2%	15.8%	-10.6%	17.4% (15 more completions)
Pacific Islanders	-11.7%	16.3%	-10.1%	17.9% (2 more completions)
Identified Disability	-8.1%	19.9%	-6.1%	21.9% (4 more completions)

Basic Skills ESL

Target Populations	Current Percentage Point Gap	Completion Rate in 2015 Scorecard	Percentage Point Gap Goal for 2019-2020	Approximate Completion Rate in 2020 Scorecard
Latinos	-11.0%	21.6%	-8.7%	23.8% (4 more completions)
Females	-4.3%	28.2%	-1.5%	31.0% (13 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
Pacific Islanders	-17.7%	31.7%	-14.5%	34.9% (3 more completions)
African-Americans	-16.1%	33.3%	-12.8%	36.6% (28 more completions)
Nat. Amer./Alas. Nat.	-9.4%	40.0%	-5.4%	44.0% (1 more completions)
Identified Disability	-3.4%	46.0%	No Gap	50.6% (6 more completions)

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

• *Target Student Groups*

ID	Target Groups	# of Students Affected
C.1-6	Foster Youth	20
C.1-6	African-Americans	1,312
C.1-6	Pacific Islanders	84
C.1-6	Identified Disability students	268
C.1-6	Latinos	2,126
C.1-6	Females	2,835
C.1-6	Native Americans/Alaskan Natives	22

C.1 FULL-TIME STUDENT SUCCESS CENTER (SSC) COORDINATOR

• *Activity Type(s)*

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

• *Activity Implementation Plan*

The new **full-time Student Success Center (SSC) Coordinator** provides retention services and connects students to support services using a holistic approach to student retention; helping manage academic expectations, navigating the world of higher education, and overcoming academic/life issues that affect performance and prevent students from making progress towards course and degree completion. The center provides a welcoming place where students go for counseling, advice and referrals, attend workshops, get help with their homework and connect with their peers. This center's focus is primarily on students in basic skills courses that are not already in a support program such as First Year Experience (FYE), Puente or Project Success. Our data indicated that while categorical programs do serve students in basic skills, these programs do not have the capacity to grow into a larger program to meet the needs of this growing student population.

An unused room was identified and was converted to the new Student Success Center (SSC). It features round tables and white boards for tutoring and student study areas, a lounge area to encourage reading and socializing, a bookshelf filled with donated novels and resource materials, and a computer lab with 6-8 computers for homework or research assignments (coming soon). Adjacent to the space is an office where students can meet with counselors to discuss educational plans or career advice.

Although the SSC Program Coordinator will collaborate with other categorical programs to verify that we are not duplicating services, the primary function is to oversee the day-to-day operations of the center, which includes recruiting, hiring, training, and scheduling tutoring, creating student success workshops, program informational sessions, student field trips, conferences, etc. A second role of the coordinator is to provide case management services for the students enrolled in the four Student Equity Cohorts offered in math and English, as well as assist with the development and recruitment of four new student cohorts (140 students) every semester until the center reaches capacity. For students not completing the cohort model, a “plan for success” will be formulated by the counseling team to address the needs of the student. Students will be tracked on their progression through the English or math sequence in which they are enrolled.

In spring 2016, the center will be serving 280 students, which is doubling its impact in an extremely short amount of time. Each cohort receives a book or calculator loan on the first day of class to ensure that instruction begins immediately without delays due to not having the resources to purchase the academic books or calculators. The coordinator will manage the book loan program, as well as other field trips or conferences that the students in the cohorts will attend. In addition, students currently not enrolled in the proposed eight cohorts can use the center for tutoring services, workshops and the computer lab. These students will not have access to the counseling component, book and calculator loan program, or field trips.

Background Work Leading to Intervention

The 80% rule for the Student Equity Plan 2014-15 indicated that African American students were most significantly impacted in basic skills English and math. An African American Advisory group was formed to discuss how to better serve students enrolled in these courses. It was agreed to use best practices from the FYE model to increase retention and success rates by creating a student learning community cohort model, which includes Supplemental Instruction Coaches, English tutoring, counselor interventions, and a space to build community similar to Puente, Project Success and FYE. The FYE faculty coordinator is currently conducting a 4-hour

training on best FYE practices for the current part-time faculty and staff employees operating the center now. The initial focus of the program was to identify, recruit and enroll 140 African American students into 4 student cohorts/learning communities in basic skills math and English courses. The Student Equity Program Director worked with the deans of math and English to identify faculty who would be able to teach these cohorts in fall 2015 and attend the summer Umoja Training Institute to learn best practices and cultural responsiveness techniques. A team was sent to the Umoja training conference which included the Dean of Mathematical Sciences, two math faculty, two counselors and the Student Equity Program (SEP) Director.

The SEP Director worked with the data collected from Assessment and Testing Office, which was analyzed by the Institutional Research Analyst to identify African American and Latino students who had placed into basic skills English and mathematics. Students were called, emailed and texted to be recruited for the two English cohorts and two math cohorts.

After attending the USC Center for Urban Education Equity Institute Training, we discovered that using this new methodology includes data on gaps, which demonstrates a more accurate depiction when disaggregating data by ethnicity. New data showed that Latino and Pacific Islander students were also disproportionately impacted; therefore, we are expanding our recruitment efforts to include these two additional populations.

C.1 Full-time Student Success Center Coordinator

Collaborates with counselors in order to reach new and continuing student populations targeted above and will oversee the primary function of the day-to-day operations in the Student Success Center. The Coordinator will initiate, develops maintains and disseminates program information and attend professional development activities in order to better serve the target populations. In addition, he/she will provide in-service training to support staff and tutors, mentors and students and interact with students, lead, and /or train student/staff tutors.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1.	Fall 2015 – Fall 2020	Full-time Student Success Center Program Coordinator - \$54,254	

• **Link to Goal**

The Student Success Center Coordinator will be responsible for identifying and recruiting students that have recently tested into basic skills math and English classes for the Basic Skills/Umoja cohort. These students will be offered success and retention opportunities,

including counseling appointments, supplemental instruction, embedded counselors, tutoring and learning communities. Textbook and calculators (for math) will be made available for the students. The coordinator will also act as a case manager in that they will follow student progress through the cohort and on from basic skills, to developmental math and English, on to transfer level. The coordinator will be responsible for tracking student success.

• **Evaluation**

Fill rates for Umoja Cohort sections will be calculated on a regular basis to measure recruitment efforts. Once students have entered into the Basic Skills/Umoja cohort, the coordinator will collect data regarding student use of the Student Success Center, counseling appointments, textbook and calculator use, embedded counseling activities and any other student involvement. Progress will be monitored for each student and annual reports for student progression through the basic skills sequence will be reported.

C.2 COUNSELORS

• **Activity Type(s)**

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

• **Activity Implementation Plan**

C.2.1 Counselor (2 full-time) – Full-time Counselors will outreach to high school, new and continuing student populations. They will provide direct student support through the completion of counseling hours, abbreviated and comprehensive student educational planning, collaborate with other departments (in order to appropriately plan for future events and interventions), and attend professional development activities in order to better serve disproportionately impacted populations.

C.2.2 Counselor (2 part-time) – Part-time Counselors will also outreach to high school, new and continuing student populations; provide direct student support through the completion of counseling hours, abbreviated and comprehensive student educational planning; collaborate with Career and Technical Education, Puente Program and Project Success in order to appropriately plan for future events and interventions; and attend professional development activities in order to better serve disproportionately impacted populations.

The counselors will provide cohort students with workshops on strategies for college life, financial aid, and study skills. Counselors will collaborate with the Student Equity Program Director, Student Success Center Program Coordinator and other categorical programs to appropriately plan for future events and interventions.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.2.1	Fall 2015 – Fall 2020	Counselor (2 full-time) - \$123,642	
C.2.2	Fall 2015 – Fall 2020	Counselor (2 part-time) - \$61,821	

• **Link to Goal**

Full-time and part-time counselors will help to decrease the Educational Achievement Gap as a result of the direct student contact, outreach, planning and professional development.

• **Evaluation**

The Full-time and Part-time Counselors will administer student-evaluations, and undergo self-evaluations, peer-evaluations, and administrative evaluations in order to assess their effectiveness as an Equity Counselor. Taken together with all counselors funded through the SEP and SSSP Plans, counts of abbreviated and comprehensive educational plans will be compared before and after plan implementation.

C.3 FULL-TIME STUDENT SERVICES ADVISOR

• **Activity Type(s)**

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

• **Activity Implementation Plan**

The **Full-time Student Services Advisor** is a new position which will provide support services/intervention focusing recruitment and retention efforts for students in the Basic Skills/Umoja cohort, as well as, coordinate student equity activities with other categorical

programs such as Puente, Project Success, First Year Experience (FYE), Guardian Scholars (Foster Youth) Program, Veterans, and Career & Technical Education Programs. The Student Services Advisor will collaborate with the Student Success Program Coordinator to provide services to the students in these programs and assist with the development, implementation, and evaluation of workshops for students, and collecting attendance and other basic data collection for the program efforts. The Student Services Advisor will disseminate and collect activity surveys to determine the number of participants per success workshop and evaluate the success of each intervention. In addition, the advisor will collaborate with the Student Support Services Program (SSSP) Coordinator at the new RISE (retention) Center to share resources, identify best practices and work in partnership to focus on students who need a personalized success plan to be successful.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.3	Spring 2016 – Fall 2020	Full-time Student Services Advisor - \$52,920	

• **Link to Goal**

Data indicates African-American and Pacific Islander students in basics skills math and English course are disproportionately impacted. The Program Coordinator and Student Services Advisor will work together to identify and recruit student to the basic skills math and English learning community cohorts. Together they will provide services promoting success and retention efforts for the students in those cohorts.

• **Evaluation**

Fill rates for Umoja Cohort sections will be calculated on a regular basis to measure recruitment efforts. Once students have entered into the Basic Skills/Umoja cohort, the Student Services Advisor will assist the Program Coordinator to collect data regarding student use of the Student Success Center, counseling appointments, textbook and calculator use, embedded counseling activities and any other student involvement. Progress will be monitored for each student and annual reports for student progression through the basic skills sequence will be prepared.

C.4 FULL-TIME ADMINISTRATIVE ASSISTANT I

• **Activity Type(s)**

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

• **Activity Implementation Plan**

C.4 Administrative Assistant I - Organizes and manages day-to-day administrative activities of the Student Success Center and supports the Student Equity Program Office to assure efficient and effective office operations; coordinates communications; and relieves the administrator of detailed administrative procedures. Under the direction of the Student Equity Program Director, works with other categorical programs on program-related activities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.4	Fall 2015 – Fall 2020	Full-time Administrative Assistant I - \$47,470	

• **Link to Goal**

The Administrative Assistant I will assist the Program Coordinator and Student Services Advisor with the collection of data, scheduling of counseling appointments, and follow-up with students and numerous office activities. The ability of the Program Coordinator to give office tasks to the Administrative Assistant I will allow the Program Coordinator to focus on the students.

• **Evaluation**

Once students have entered into the Basic Skills/Umoja cohort, the Administrative Assistant I will assist the Program Coordinator with data collection regarding student use of the Student Success Center, counseling appointments, textbook and calculator use, embedded counseling activities and any other student involvement. Progress will be monitored for each student and annual reports for student progression through the basic skills sequence will be reports.

C.5 ADMINISTRATIVE SUPPORT (HOURLY)

• **Activity Type(s)**

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

• **Activity Implementation Plan**

C.5.1 Administrative Support Hourly Employees - Will directly support students through the process of registering them for program orientations, workshops, making appointments for tutors, checking-in students into Student Success Center, tracking student usage, answering program information questions, etc.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.5	Fall 2015 – Fall 2020	Administrative Support (Hourly) - \$21,120	

• **Link to Goal**

Research shows that peer-to-peer interactions foster greater sense of belonging and will help to decrease the academic achievement gap for Basic skill completion.

• **Evaluation**

The Student Success Center Coordinator and the Student Services Advisor will evaluate the Casual Worker(s) on an annual basis to determine if they are meeting the requirements of the position.

C.6 TUTORS/ PASS MENTORS (HOURLY)

• **Activity Type(s)**

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

• **Activity Implementation Plan**

Peer Assisted Study Sessions (PASS) are student-led group-study workshops. These study sessions help students develop study skills, acquire a clear view of the academic requirements of the course, enhance understanding of course content through group discussions and develop exam and assessment techniques specific to an identified course. PASS is usually offered in courses which are difficult for students and aims to create a positive learning and studying community. PASS workshops will be offered for disproportionately impacted students in a variety of categorical cohort groups, including First Year Experience (FYE), Puente, Learning Resource Center, and Project Success. Additional cohorts may be included.

The student leaders are called PASS Mentors. PASS Mentors have successfully completed the course and are trained to provide weekly mentoring to students. The students are identified by instructors and trained prior to being placed in a course as a mentor. PASS Mentors have additional supplemental instruction before or after the course in order to assist students in understanding the content and to reinforce concepts.

Student tutors will also be utilized in the Student Success Center, as areas of need are identified by the Student Success Center Coordinator.

C.6 Tutors Provide Direct Student Support – The tutors will meet with students on a one-to-one, small-group, drop-in, or classroom tutoring format(s) to give learning assistance. Other tutors included PASS Mentors who work with categorical programs and tutors who assist in the organization of day-to-day activities of the Student Equity Office to assure efficient and effective office operations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.6.1	Fall 2015 – Fall 2020	Tutors (Hourly) - \$50,611	
C.6.2	Fall 2015 – Fall 2020	Tutor Materials & Supplies (Chromebooks, Laptops, Reference Materials - \$10,000	

• **Link to Goal**

The goal of improved course completion for courses in Business, Fine Arts and Behavioral and Social Science courses is supported by the expansion of the PASS mentor workshops to courses outside the English department. Each target course experiencing a large gap

requires a PASS mentor to be trained, and the PASS mentor is required to attend the scheduled classes along with study sessions. This activity will support the PASS mentors.

• **Evaluation**

Courses identified by Institutional Research as having a high percentage of Foster Youth, African-American or Pacific Islander students will be offered the opportunity for PASS Mentors. PASS Mentors will collect student sign-in data for each PASS session for the semester so student usage is captured. Analysis of this data will allow for the staff to determine who is using the Peer-Assisted Study Sessions and how often for each course and section, disaggregated by ethnicity.

C.7 MATH ACADEMIES

• **Activity Type(s)**

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

• **Target Student Group(s)**

ID	Target Groups	# of Students Affected*
C.7	Foster Youth	13
C.7	African-Americans	934
C.7	Pacific Islanders	49
C.7	Identified Disability students	171

*Number of Basic Skills math cohort in 2015 Scorecard

• **Activity Implementation Plan**

The Math Academy (MA), offered in the summer and spring, has a long history of successfully preparing students to retake the placement exam and score better in order to place into a higher math course. It has served African-American and Latino student very

well these past 6 years. However, funding for the academies has been solely provided by categorical funds and has been limited to funding resources.

The MA offers students three weeks of math review based on their original placement with tutor and counseling support. At the end of the three weeks students retake the placement test. Historically, 55% of students have placed at least one level higher.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.7.1	Fall 2015 thru 2020	Faculty Special Assignments \$40,000	
C.7.2	Fall 2015 thru 2020	SI Tutors/Lab Tutor \$12,600	

• **Link to Goal**

Previous experience with the Math Academies has shown the Math Academies allow students to retake the math placement test after completion of the academy. Students are found to place in higher-level math courses at the conclusion of the academy. This will shorten the time for student initially placing in basic skills or developmental math classes to progress through the basic skills pathway.

• **Evaluation**

Data collected for the Math Academies include the initial placement test results and the placement test results after the academy. Additionally, students completing the academy will be tracked by Institutional Research to evaluate the Basic Skills Math completion rates for Foster Youth, African American, Pacific Islander students and students with an identified disability.

C.8 PROFESSIONAL DEVELOPMENT - BAM/GEA/CONSISTENCY PROJECTS FOR BASIC SKILLS STUDENTS

• **Activity Type(s)**

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

• **Target Student Groups**

ID	Target Groups	# of Students Affected
C.8	Foster Youth	20
C.8	African-Americans	1,312
C.8	Pacific Islanders	84
C.8	Identified Disability students	268
C.8	Latinos	2,126
C.8	Females	2,835
C.8	Native Americans/Alaskan Natives	22

• **Activity Implementation Plan**

The Institutional Research Office had already shown that the acceleration programs for Basic Accelerated Math (BAM) and General Education Acceleration (GEA) significantly improve student completion for all students but especially for African-American and Hispanic students. [The Institutional Research study](#) showed that African-American completion rates are seven times greater for BAM students than non-BAM students within a 2 year period. The ECC Acceleration has proven it can increase the SEP metrics: **ESL & Basic Skills Completion**. The acceleration program is very successful because the program is student-centered. Although this is a well-known term in education, many mathematics instructors are unfamiliar with the term because they are experts in mathematics, not education. The professional development activity proposed above will educate BAM and GEA instructors in proven practices from successful institutions. This includes teaching cooperative group activities, using affective domain activities, inquiry-based teaching methods, and other approaches. The worst performing BAM classes are often the ones taught by inexperienced adjunct teachers. Improving the quality of BAM and GEA teachers will improve the success of the program.

The English A (basic skills level) and ESL 53A Consistency Projects were designed to increase student success through faculty collaboration in addressing the challenges of adhering to the official course outline and applying consistent standards of rigor and assessment while also addressing our students' wide range of skills and academic challenges. Faculty work together to identify common practices, to address areas of inconsistency, to design common assessment tools for the student learning outcomes, and to highlight issues for follow up in the Course Review process.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.8	Spring 2016-Fall 2016	Professional Development Activities	
C.8.1	Spring 2016-Fall 2016	Prof. Dev Math BAM & GEA Faculty Special Assignment (FSA)s - \$32,000	
C.8.2.1	Spring 2016-Fall 2016	Prof Dev English A Consistency (FSA) - \$20,000	
C.8.2.2	Spring 2016-Fall 2016	Workshop Refreshments - \$1000	
C.8.3.1	Spring 2016 and Fall 2016	Prof Dev English 82 (Reading) Consistency (FSA) - \$14,000	
C.8.3.2	Spring 2016 and Fall 2016	Workshop Refreshments - \$1000	
C.8.4.1	Spring 2016 and Fall 2016	Prof Dev ESL Consistency (FSA) - \$5,700	
C.8.4.2	Spring 2016 and Fall 2016	Workshop Refreshments - \$850	

- **Link to Goal**

The professional development activities will be provided to basics skills math, English and ESL adjunct instructors. The activities will compensate adjunct faculty for their time, which is an incentive for attendance. Greater opportunities for adjunct faculty to interact with their respective department will allow for incorporation of teaching strategies to promote course and basic skills completion.

- **Evaluation**

Successful course completion rates for faculty members involved in the BAM/GEA and English/ESL projects will be examined. Students in the basic skills courses have a larger proportion of disproportionately impacted students, so their success rates can be tracked separately, as well.

C.9 ASSISTANCE WITH TESTING AND REGISTRATION FOR ESL COURSES (HOURLY)

- **Activity Type(s)**

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

• **Target Student Groups**

ID	Target Groups	# of Students Affected
C.9	Latinos	153
C.9	Females	262

• **Activity Implementation Plan**

Direct Student Support: Assist during ESL testing sessions; provide support with MYECC login and navigation; channel ESL students to appropriate offices, such as technical support or financial aid; answer questions regarding residency status, the class schedule, and the ESL course sequence; and help with registration

The 2012 American Community Survey reported a Latino population of 594,389 within a 7.5 mile radius from El Camino College. Only 13,151 Latino students actually took courses at the college during the fall 2012 or spring 2013 semesters. Among those students, only 153 students attempted ESL courses.

This statistic illustrates in part the considerable decline in enrollments in El Camino’s ESL program. Further evidence is provided by testing data from the Testing Center. In 2007-08, 1,288 prospective students took the LOEP, the first part of the placement test for ESL students, compared to 965 students reported for the same period in 2014-15, a decline of 25%.

Enrollments in the ESL program were robust in the years prior to the college’s decision to convert solely to an online application process and online registration. During those years, non-native speakers and readers of English could come to campus and complete a paper application form. The college’s current process requires use of CCCApply software, a challenge even for those whose first language is English. Those individuals who have limited English language proficiency and are unfamiliar with computer technology face a daunting process, and this situation may have contributed to limiting access for the district’s Latino community.

Limitations in vocabulary and in reading skills can put ESL students at a considerable disadvantage in navigating matriculation steps such as interpreting test scores, registering for classes, or scheduling counseling appointments.

To assist prospective students in responding to these challenges, more individualized attention from knowledgeable ESL student mentors during and after the ESL testing sessions will facilitate our target population’s enrollment in the college’s ESL classes.

Mentors will assist during ESL testing sessions, provide support with MYECC login and navigation, channel ESL students to an appropriate office such as technical support or financial aid, answer questions regarding residency status, the class schedule, and the ESL course sequence and help with registration.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.9	Spring 2016-Fall 2016	Part-time Hourly Employees - \$4,800	

• **Link to Goal**

Latino and female students are disproportionately impacted in ESL Basic Skills completion. The additional part-time employees will be in direct contact with students in need of assistance, to assist with registration and appropriate course selections.

• **Evaluation**

Enrollment and completion counts will be compared to historical levels to assess the impact of this intervention on ESL basic skills completion.

C.10 SUPPLEMENTAL INSTRUCTION (SI) COACHES/ TUTORS (HOURLY)

• **Activity Type(s)**

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

• **Target Student Groups**

ID	Target Groups	# of Students Affected
C.10	Spring 2016 thru Fall 2017	

• **Activity Implementation Plan**

Students in Basic Accelerated Math (BAM) (Math 37) and General Education Algebra (GEA) (Math 67) are the most successful programs in the math department. They represent the greatest PROVEN opportunity to close the equity gap. SI is an integral part of the BAM and GEA experience. Students learn well from other students which is essence of SI. The program can easily scale up and

offer more sections to serve all students who need or want it as needed with appropriate funding. SI has a long history of Basic Skills Initiative (BSI) support. BSI championed its institutionalization in 2010. SI supports courses across the college in the natural and physical sciences, photography, behavioral sciences, etc. BAM and GEA also participate in the Counselor Intervention program whereby counselor from SSSP visit the class every two weeks for presentations and to schedule students to receive their education plans. BAM and GEA are the best PROVEN opportunities to close the equity gap; SI is an integral component of this program.

SI has an integrated planning model that includes the following: 1) Works closely with Basic Skills Initiative, supplementing funds to support various math courses as needed; 2) The plan focuses on Strategic Initiatives: A, B, C; and 3) Student Success and Support Program counselors visit BAM/GEA every 2 weeks.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.10	Spring 2016-Fall 2020	SI Coaches/Tutor (Hourly) - \$32,000	

• **Link to Goal**

Supplemental Instruction Coaches and Tutors in Basic Skills math courses will help close equity gaps in Basic Skills math completion by helping students progress through the Basic Skills math sequence.

• **Evaluation**

BAM is evaluated every year. The rate at which students complete the developmental math program and a transfer level course is evaluated and compared to students taking the traditional track. Success rates for GEA courses will be collected every semester to compare sections that have SI coaches to those that have no SI coaches.

C.11 STUDENT SUCCESS SUMMER BRIDGE PROGRAM FOR FIRST YEAR EXPERIENCE (FYE) STUDENTS

• **Activity Type(s)**

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

• **Target Student Groups**

ID	Target Groups	# of Students Affected
C.11	Foster Youth	13
C.11	Identified Disability students	146
C.11	Latinos	1,421
C.11	Pacific Islanders	55
C.11	Identified Economic Disadvantage students	2,619
C.11	African-Americans	603

• **Activity Implementation Plan**

"Student Success Summer Bridge" program for incoming basic skills, developmental, and accelerated cohorts for First Year Experience (FYE) students. The purpose of the program is to help students who just graduated from high school prepare for higher education through a series of learning strategies and study techniques.

Many students who enroll in the First Year Experience developmental cohorts enter the program lacking a solid academic foundation, as well as academic skills in the areas of reading, writing, and study skills. Therefore, in order to make the transition smoother for incoming students, FYE students will participate in a summer bridge program designed to give each student the necessary skills in the areas of time management, stress management, and study strategies needed to be successful within their first year in college. Students will be expected to work in teams and be part of a learning community during the two week intensive summer bridge academy. The majority of the students enrolled in the program will be African American and Latino students who are the first in their family to attend college. Over 70% of the students receive some type of financial aid such as a Pell Grant, Cal Grant, or BOG Fee Waiver.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.11.1	Summer 2016 – Summer 2017	Faculty Special Assignments - \$21,000	
C.11.2	Summer 2016 – Summer 2017	Student Mentors (Hourly) - \$700	
C.11.3	Summer 2016 – Summer 2017	Program Materials/Food - \$1,800	

- ***Link to Goal***

The “Student Success Summer Bridge” program will help students acclimate to college life, improve study skills, and develop greater self-awareness as they begin community college in the fall semester. The program will provide students with a smoother transition from high school to college and connect students with campus resources at an early stage in their academic journey.

- ***Evaluation***

Participants in the Summer Bridge program will be tracked in their first fall and spring to measure their persistence through both semesters, milestone completion, and, ultimately, transfer. Their outcomes will be compared with non-participants with similar demographic and enrollment characteristics as those targeted for the program (e.g., basic skills and developmental students direct from high school). Results will be disaggregated and compared by target group.

Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/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	1,897	408	21.5%	2.2%
Male	1,933	333	17.2%	-2.1%
<i>Total</i>	<i>3,831</i>	<i>741</i>	<i>19.3%</i>	

Ethnicity

Ethnicity is an indicator of disproportionate impact in terms of degree and certificate completion. African-Americans are a group where there is a definite disproportionate impact.

Ethnicity	Students	Awards	Rate	Percentage Point Gap
African-American	603	76	12.6%	-6.7%
Asian	673	168	25.0%	5.6%
Latino	1,421	257	18.1%	-1.3%
Nat. Amer./Alas.	18	5	27.8%	8.4%
Pacific Islander	55	12	21.8%	2.5%
White	696	146	21.0%	1.6%
Unknown	365	77	21.1%	1.8%
<i>Total</i>	<i>3,831</i>	<i>741</i>	<i>19.3%</i>	

Disability Status

No difference is seen in the cohort for students with an identified disability and the general population. Both groups earn degrees and certificates at a similar rate.

Disability Status	Students	Awards	Rate	Percentage Point Gap
No disability identified	3,683	710	19.3%	-0.1%
Identified disability	146	31	21.2%	1.9%
<i>Total</i>	<i>3,831</i>	<i>741</i>	<i>19.3%</i>	

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 disadvantage identified	1,212	190	15.7%	-3.7%
Identified economic disadvantage	2,619	551	21.0%	1.7%
<i>Total</i>	<i>3,831</i>	<i>741</i>	<i>19.3%</i>	

Veterans

Veterans earn degrees and certificates at much higher rates than the general population.

Veteran Status	Students	Awards	Rate	Percentage Point Gap
Veteran	49	14	28.6%	9.2%
Non Veteran	3,782	727	19.2%	-0.1%
<i>Total</i>	<i>3,831</i>	<i>741</i>	<i>19.3%</i>	

Foster Youth

Foster youth earn degrees and certificates at higher rates than the general population but the 2008-09 foster youth cohort might be too small to make a comparison with the general population.

Foster Youth Status	Students	Awards	Rate	Percentage Point Gap
Foster Youth	13	3	23.1%	3.7%
Non Foster Youth	3,818	738	19.3%	0.0%
<i>Total</i>	<i>3,831</i>	<i>741</i>	<i>19.3%</i>	

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 or certificate, would have closed the equity gap.

Student Group	Percentage Point Gap	Students	Number of Students “Lost”
African-American	-6.7%	603	41
Latino	-1.3%	1,421	19

GOALS, ACTIVITIES, FUNDING AND EVALUATION: Degree and Certificate Completion

GOAL D. Increase degree and certificate completion rates for African-Americans and Latinos by 10% in four years.

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-Americans	-6.7%	12.6%	-5.4%	13.9% (9 more completions)
Latinos	-1.3%	18.1%	No Gap	19.9% (19 more completions)

ID	Target Groups	# of Students Affected
D.1-2	African-Americans	603
D.1-2	Latinos	1,421

D.1. ADMINISTRATIVE SUPPORT (HOURLY)

• **Activity Type(s)**

X	Outreach	X	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	

• **Activity Implementation Plan**

More data is needed to understand where there are the most disproportionately impacted students and their programs within the very large Industry and Technology (I&T) Division. Institutional Research has conducted an initial analysis of the courses that have the highest equity gaps across the institution. However, further research needs to be done to understand the best strategies to implement within this division. The division will hire a **Part-time Administrative Assistant (hourly)** to collaborate with an Institutional Research Analyst in the collection of data and other program needs to determine the following: 1) the top ten programs demonstrating the highest student enrollment with the largest course completion gap and 2) identify the bottom five programs that have the least student enrollment and largest equity gaps. The division will hire a **Part-time Marketing Assistant (hourly)** to assist with the development of marketing materials, updating the website and marketing new interventions to close the equity gaps.

After the analysis of the above data, the Division Dean will identify the programs that will receive additional resources. The Marketing Assistant will focus on developing marketing materials to promote the implemented programs.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1.1	Spring 2016- Fall 2016	Administrative Assistant (Hourly) - \$25,000	
D.1.2	Spring 2016- Fall 2016	Marketing Assistant (Hourly) - \$14,000	

• **Link to Goal**

African-American and Latino students have been identified as disproportionately impacted in the Certificate/Degree Completion success indicator. The administrative assistant will be assigned to identify the courses and programs with the greatest equity gap. The marketing assistant will then direct the marketing efforts to those classes and sections.

• **Evaluation**

The I&T Division will identify a baseline of students enrolled for the targeted program/courses. After the marketing plan has been implemented for one semester, it will compare the baseline to the new enrollment data to determine if marketing strategies were appropriate or need to be adjusted. If the marketing strategies prove to be successful, then another program will be selected, monitored and evaluated.

D.2 FACULTY LEARNING TEAMS (FACULTY SPECIAL ASSIGNMENTS)

• **Activity Type(s)**

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

• **Activity Implementation Plan**

Faculty will participate in professional development through Faculty Learning Teams and will focus on two of the following programs, which have demonstrated the largest equity gaps: CADD, ECHT, Fashion, Auto Technology, Fire Technology, and Cosmetology. During the spring 2016 and fall 2016 semester the faculty will meet to create a plan of implementation for spring and fall 2016 semesters.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.2	Spring 2016 and Fall 2016	Faculty Learning Teams - \$13,200	

• **Link to Goal**

The professional development activities will be provided to full-time and part-time instructors in the Industry and Technology division. The activities will compensate adjunct faculty for their time, which is an incentive for attendance. Greater opportunities for full-time and part-time faculty to interact with their respective department will allow for incorporation of teaching strategies to promote course completion. Faculty will become more educated on the steps necessary for students to complete a certificate or degree.

• **Evaluation**

At the beginning of the implementation term, students in targeted sections will be surveyed regarding their current interest in a degree or certificate. Near the end of the implementation term, students will receive a second survey soliciting their interest and intentions to pursue a degree or certificate. Changes from the pre- and post-surveys will be used to determine any immediate impact on degree/certificate intentions and will be disaggregated by target group. Faculty participants in the learning teams will, themselves, participate in a pre/post self-reflection survey to determine how the professional development was received and utilized.

D.3 PASS MENTORS (HOURLY)

• **Activity Type(s)**

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

• **Activity Implementation Plan**

Peer-Assisted Study Sessions (PASS) are student-led group-study workshops. These study sessions help students develop study skills, acquire a clear view of the academic requirements of the course, enhance understanding of course content through group discussions and develop exam and assessment techniques specific to an identified course. PASS is usually offered in courses which have been proved to be difficult for students and aims to create a positive learning and studying community. PASS Sessions will be

offered for disproportionately impacted students in the Career and Technical Education programs identified by the division as serving the most disproportionately impacted students. Programs evaluated will include CADD, ECHT, Fashion, Auto Technology, Fire Technology, and Cosmetology.

The student leaders are called PASS Mentors. PASS Mentors have successfully completed the course and are trained to provide weekly mentoring to students. The students are identified by instructors and trained prior to being placed in a course as a mentor.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.3.1	Spring 2016 thru Fall 2020	PASS Mentors (Hourly) - \$14,400	
D.3.2	Spring 2016 thru Fall 2020	PASS Mentor Materials & Supplies - \$10,000	

• **Link to Goal**

PASS Mentors provided to students in courses identified as having the greatest percentage of disproportionately impacted students will have a positive effect on student course completion. Paired with the faculty development and the marketing assistant from D.2, students in these courses will be provided with degree/certificate information.

• **Evaluation**

Programs with a PASS Mentor will be compared to programs without a PASS Mentor to determine if the activity is successful and, ultimately, there is an increase in certificate and degree completion.

Transfer

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) using the 2015 Scorecard. Since English and math are transfer requirements, the California Community College Chancellor’s Office uses this methodology in the Scorecard 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

Females outperform males in terms of the percentage transferring. The rates are very close so there is no evidence of a disproportionate impact in terms of gender outcomes.

Gender	Students	Transfers	Rate	Percentage Point Gap
Female	1,897	543	28.6%	1.0%
Male	1,933	516	26.7%	-0.9%
<i>Total</i>	<i>3,831</i>	<i>1,059</i>	<i>27.6%</i>	

Ethnicity

Ethnicity is an indicator of disproportionate impact in terms of transfer rates. African-American, Latino, and Pacific Islander students in the cohort transfer at much lower rates.

Ethnicity	Students	Transfers	Rate	Percentage Point Gap
African-American	603	147	24.4%	-3.3%
Asian	673	272	40.4%	12.8%
Latino	1,421	266	18.7%	-8.9%
Nat. Amer./Alas.	18	5	27.8%	0.1%
Pacific Islander	55	12	21.8%	-5.8%
White	696	231	33.2%	5.5%
Unknown	365	126	34.5%	6.9%
<i>Total</i>	<i>3,831</i>	<i>1,059</i>	<i>27.6%</i>	

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	3,683	1,043	28.3%	0.7%
Identified disability	146	16	11.0%	-16.7%
<i>Total</i>	<i>3,831</i>	<i>1,059</i>	<i>27.6%</i>	

Economic Disadvantage

Students with an identified economic disadvantage in the cohort transfer at rates lower than students without an identified economic disadvantage.

Economic Disadv. Status	Students	Transfers	Rate	Percentage Point Gap
No economic disadv identified	1,212	437	36.1%	8.4%
Identified economic disadvantage	2,619	622	23.7%	-3.9%
<i>Total</i>	<i>3,831</i>	<i>1,059</i>	<i>27.6%</i>	

Veterans

Veterans transfer to four year institutions at similar rates at the general population.

Veteran Status	Students	Transfers	Rate	Percentage Point Gap
Veteran	49	14	28.6%	0.9%
Non Veteran	3,782	1,045	27.6%	0.0%
<i>Total</i>	<i>3,831</i>	<i>1,059</i>	<i>27.6%</i>	

Foster Youth

Foster youth in the 2008-2009 cohort are small, but show indications of a disproportionate impact compared to the general population.

Foster Youth Status	Students	Transfers	Rate	Percentage Point Gap
Foster Youth	13	-	0.0%	-27.6%
Non Foster Youth	3,818	1,059	27.7%	0.1%
<i>Total</i>	<i>3,831</i>	<i>1,059</i>	<i>27.6%</i>	

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”
Foster Youth	-27.6%	13	4
Identified Disability	-16.7%	146	25
Latino	-8.9%	1,421	127
Pacific Islander	-5.8%	55	4
Identified economic disadvantage	-3.9%	2,619	103
African-American	-3.3%	603	20

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E. Increase transfer rates for Foster Youth, Identified Disability students, Latinos, Pacific Islanders, Identifies Economic Disadvantage students, and African-Americans by 5% in five years.

Target Populations	Current Percentage Point Gap	Transfer Rate in 2015 Scorecard	Percentage Point Gap Goal for 2019-2020	Approximate Transfer Rate in 2020 Scorecard
Foster Youth	-27.6%	0%	-26.2%	5% (1 more transfer)
Identified Disability	-16.7%	11.0%	-16.1%	11.6% (2 more transfers)
Latinos	-8.9%	18.7%	-8.0%	19.6% (14 more transfers)
Pacific Islanders	-5.8%	21.8%	-4.7%	22.9% (2 more transfers)
Identified Econ. Dis.	-3.9%	23.7%	-2.7%	24.9% (31 more transfers)
African-Americans	-3.3%	24.4%	-2.0%	25.6% (9 more transfers)

ACTIVITIES: E. TRANSFER

E.1 CREATE A SECOND COHORT OF STUDENTS IN THE PUENTE PROGRAM

• Activity Type(s)

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

• Target Student Groups

ID	Target Group	# of Students Affected
E.1	Latinos	1,421

• Activity Implementation Plan :

El Camino plans to double the number of new students served for three years. By adding a second cohort of Phase 1 students in fall 2016, fall 2017, and fall 2018, the Puente Program can serve 105 more students and increase the visibility and impact of the program at ECC.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1.1	Fall 2015 and ends 2020	50% Puente/50% General Counselor – \$28,000	
E.1.2	Fall 2015 and ends 2020	Catering for Mentor Events - \$3,000	
E.1.3	Fall 2015 and ends 2020	Transportation to Puente motivational conference and UC Santa Barbara - \$7,300	
E.1.4	Fall 2015 and ends 2020	25% release time for Puente English Instructor - \$13,250	
E.1.5	Fall 2015 and ends 2020	Administrative Support - \$26,000	

• **Link to Goal**

The program provides students with rigorous English instruction, academic and career counseling. Students are also matched with a professional mentor from the community. These services assist with the preparation of transferring to a four-year university or to graduate with an Associate degree from El Camino College.

• **Evaluation**

The Puente Project State Office (2010) reported that the persistence rate of all first-time freshmen at El Camino College was 75%, while the Puente program students' persistence rate was 88%.

E.2 CREATE CULTURAL SENSITIVITY AND INCREASE PROGRAM AWARENESS FOR PROJECT SUCCESS

• **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 Groups**

ID	Target Groups	# of Students Affected
E.2	Latinos	1,421
E.2	African-Americans	603

- **Activity Implementation Plan**

The Project Success Program, which has been on El Camino College’s campus for 29 years, offers courses and curriculum pertaining to this goal. This request is an extension of the current program practices based on the state-wide retention program by the California Community College Board of Governors, “Umoja.”

Culturally Sensitive Pedagogy: According to <http://umojacommunity.org> Dr. Ladson-Billings (1994) recognizes the importance of including students’ cultural references in all aspects of learning. One goal, shared by the Umoja Community is culturally responsive education. Being mindful of students’ culture can potentially impact the self-concept, esteem, motivation and resiliency of historically underachieving students (Thompson, 2004). See more at: <http://umojacommunity.org/training-resources/culturally-relevant-pedagogy-2/#sthash.oHrZ5RF6.dpuf>

Cultural sensitivity among the African-American population is crucial for success, as is creating a sense of belonging on campus. By collaborating with the Umoja Community, an officially recognized state-wide retention program by the California Community College Board of Governors, the college is adopting a trusted model of inclusion and support for student success that should increase success rates, persistence, and ultimately, goal completion of degree, certificate, and transfer.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.2.1	Fall 2015 – Spring 2020		Adjunct Counselor (SSSP) \$45,000
E.2.2	Fall 2015 – Spring 2020	Professional Development, Conferences and Travel - \$26,450	
E.2.3	Fall 2015 – Spring 2020	Marketing Materials - \$1,000	
E.2.4	Fall 2015 – Spring 2020	Hourly Employees (Admin/Tutors) \$23,000	

- **Link to Goal**

Exposing students to the Historically Black Colleges and Universities (HBCU) College Expo, Umoja Conference, Umoja Symposium, and A2mend Conference can engage targeted students. The students will attend workshops, have networking opportunities, and have instructional support by collaborating with the staff and workshop facilitators.

The goal of SEP is to close the achievement gap of specific target groups. Math tutors are essential to this disparity. If the students do not have outside assistance in this area, their chances of transferring to a university or college is greatly reduced, since mathematics is a common barrier subject to completion of the pre-transfer curriculum. Project Success offers this service to comply with the contract rules of the program. The math tutors encourage study habits necessary for transfer.

• **Evaluation**

In working with Institutional Research, the Project Success program has proven that the practice of cultural awareness benefits the student. The Project Success program will continue collaborating with Institutional Research.

In spring 2016, a campus climate survey will be administered to students to determine how comfortable and included they feel at ECC. Participants in Puente, Project Success, and other learning communities will be surveyed to determine the impact of culturally-sensitive frameworks. The Project Success program will collaborate with the Public Relations department and the Outreach department for evaluation methods regarding outreach. Project Success cohorts will be tracked over time to measure increases in persistence, progression, and goal completion, with a special focus on transfer to HBCUs and other 4-year institutions.

E.3 MESA PERSONAL SUCCESS PLAN (PSP)

• **Activity Type(s)**

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

• **Target Student Groups**

ID	Target Groups	# of Students Affected
E.3	Latinos	1,421
E.3	Identified Economic Disadvantage students	2,619
E.3	African-Americans	603

• **Activity Implementation Plan**

The goal of the Personal Success Plan (PSP) is to better prepare students to overcome the challenges they are facing so they can move forward to accomplish their transfer goals. This project will help students build self-confidence, set realistic short and long term goals, develop leadership skills, and increase engagement in STEM courses and related STEM activities and resources

The Personal Success Plan (PSP) is a new intervention strategy (case-management-based) to establish ongoing and direct communication with Latino, African American and economically disadvantaged students who are facing academic challenges in their math and science courses. This activity will directly impact Hispanic and African American students in the MESA|ASEM Programs who are not progressing or are slowly progressing towards achieving their transfer STEM goal.

The PSP project implementation will require appropriate staff that will be responsible for assessing student educational progress, academic and non-academic challenges, and assist student in developing realistic short and long term goals. PSP 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|STEM center activities and resources. 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 recommendations as necessary.

Through the MESA|STEM Center, students will have access to some activities to support students’ academic and non-academic challenges. Some of the services offered include tutoring for core math and science courses and workshops key areas: Time management, personal statement, career exploration, UC and CSU application support and financial literacy. Additional activities include field trips to UC, CSU and private Universities, and local industry. Speakers are invited to share their personal and professional experiences and often times include MESA Alumni, who are role models for our students.

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.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Spring 2016 thru Fall 2016	Admin Support (Hourly) \$26,000	

- **Link to Goal**

The MESA program personal success plan is designed to intervene with students at the first sign that their academic progress is in jeopardy. The immediate interventions and referrals to counseling, tutors and other support services will directly impact the transfer rates for disproportionately impacted students.

- **Evaluation**

In conjunction with Institution Research, data for STEM student success in transfer will be evaluated to establish appropriate benchmarks and to assess goals. Students who participate in the Personal Success Plan will be tracked across terms to evaluate the effectiveness of this intervention; the study will include comparison with students flagged for participation in the PSP who elect not to take advantage of these services.

E.4 ASIAN AMERICAN PACIFIC ISLANDER PROGRAM (AAPI)

- **Activity Type(s)**

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

- **Target Student Groups**

ID	Target Groups	# of Students Affected
E.4	Identified Economic Disadvantage students	294
E.4	Pacific Islander	55

- **Activity Implementation Plan**

1. Disaggregate data on the Asian American/Pacific Islander (AAPI) population of El Camino College including access, persistence, retention, readiness, and success.
2. Establish a program advisory group initially consisting of El Camino College faculty. Program advisory group will design a learning community geared towards addressing the needs of AAPI students. Advisory group will also plan for the implementation of the learning community.

3. Develop campus wide learning opportunities that highlight the diversity of the AAPI students including a yearly event highlighting the diversity and richness of AAPI cultures.

The first step of this project is to identify the diversity within the AAPI population at El Camino College. Support from Institutional Research will be critical in the disaggregating process of this group. The AAPI label includes more than 25 ethnic groups, each with their own diverse history and ways of being. Yet these groups are viewed widely as a homogenous group even though a wide range of diversity exists in specific AAPI subgroups in terms of language, culture, and immigration history. Research has indicated that in order for AAPI students to attain a high sense of belonging in higher education, schools must create an inclusive environment that respects and engages different cultures. While other underrepresented groups are recognized with supports, the homogeneity attached to the AAPI group masks the diversity of the population. Thus, their issues are not given full consideration and, as a result, a disadvantaged group of students lack necessary supports. Through research that disaggregates data in relation to access, persistence, retention, readiness, and success, the campus community can be better equipped to address those needs through specific programs and activities geared towards students and faculty alike.

The next phase of this project is to establish of a learning community that targets the needs of the AAPI population. Through culturally affirming pedagogy, students are able to engage their backgrounds and heritage in their learning processes. Establishing a learning community will initially necessitate the formation of a program advisory group. The multidisciplinary nature of the learning community requires that faculty from different areas collaborate in creating a program that is feasible for all while maintaining the mission of an inclusive learning environment for AAPI students as well as the campus community at large. This advisory group will be tasked with designing and implementing the learning community. Funds are required to compensate advisory group participants for research and meeting activities. Once the learning community is established students will have a link to culturally relevant supports including counseling. Further development of the program will include creating transfer pipelines to four-year universities. There are several Asian American Studies programs in the region that have already expressed interest to pursue a collaborative venture.

Ultimately, creating an inclusive learning experience at El Camino College will be part of a campus and community wide process of learning cultural proficiency. To contribute to this process, this project also intends to provide learning opportunities to highlight the lush AAPI cultures including a yearly event with speakers, arts, and cultural activities. Faculty development in culturally affirming pedagogy will also be part of the program.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.4.1	Spring 2016 thru Fall 2016	Faculty Special Assignments - \$10,000	
E.4.2	Spring 2016 thru Fall 2016	Workshop Food & Materials - \$5,000	

- ***Link to Goal***

Creating a learning community and eventually establishing transfer pipelines to regional universities will greatly impact the transfer rates of AAPI populations at El Camino College.

- ***Evaluation***

An initial evaluation of this project will be the timely deliverance of a learning community design that could be implemented within a short time frame. A second phase of evaluation will be student participation. This will gauge the effectiveness of the planning. Ultimately, an increase in transfer rates of AAPI populations and the specific subgroups that are less achieving (as determined by IR) will be a determinant in the program's effectiveness to address SEP goals.

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

- **Success Indicators to be affected by all activities below.**

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

- **Target Student Group(s)**

ID	Target Group	# of Students Affected
F.1-10	All	See A-E

F.1 FULL-TIME STUDENT EQUITY PROGRAM (SEP) DIRECTOR

- **Activity Type(s)**

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

- **Activity Implementation Plan**

In spring 2015, El Camino College hired a Student Equity Program Director to oversee the 2014-15 Student Equity Plan. Most plan activities had begun prior to the director's hiring and were being managed by division deans or area managers. The Director began working across academic divisions, student support services, and categorical programs to assess the status of implemented activities and determine data collection needs for each plan program. As of this writing, the Director has no full-time support personnel to assist with day-to-day office operations, coordination of activities, evaluation of interventions, execution of campus-wide professional development, and assessment of activities to close the academic performance gaps identified through data collection for the 2015-16 Student Equity Plan.

After examining the proposed programs and activities for the 2015-16 plan, the SEP leadership team concluded that several part- and full-time positions are needed to provide overall project management support to the SEP Director and help execute the plan

successfully in coordination with faculty, staff, and managers in many divisions across campus. The full-time positions listed below will support the Student Equity Program Director carry-out the planned activities within the Student Equity plan.

The **Student Equity Program (SEP) Director** reports to the Vice President of Academic Affairs and works across the institution to provide direction on all proposed activities and equity-related interventions for the five success core indicators. The Director oversees all aspects of the plan’s development, coordination, implementation and evaluation. The Director collaborates with the Student Success and Support Program (SSSP) Co-Chairs and the Co-Coordinators of the Basic Skills Initiative (BSI), and supports the integration of equity-focused plans and activities with the college’s Master Plan, institutional Strategic Initiatives, and program review. The Director is responsible for the day-to-day operations of the Student Equity Program Office 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.

F.2 FULL-TIME PROJECT SPECIALIST

• **Activity Type(s)**

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

• **Activity Implementation Plan**

The **Full-time Project Specialist** will assist the SEP Director with the day-to-day operations of the Student Equity Program office. Some of the highlight of responsibilities for the position are (but not limited to) 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, 3) Assisting with the preparation of State reports as assigned and 4) Organizing, evaluating and compiling data for various program activities for transmission to the Research Analyst (below), where appropriate.

F.3 FULL-TIME SEP INSTITUTIONAL RESEARCH ANALYST

• **Activity Type(s)**

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

• **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.

F.4 FACULTY COORDINATOR (RELEASE TIME/FACULTY SPECIAL ASSIGNMENT)

• **Activity Type(s)**

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

• **Activity Implementation Plan**

The Faculty Coordinator will assist the SEP Director with campus-wide professional development initiatives funded through the SEP. The Faculty Coordinator will collaborate with the College’s Director of Professional Development & Learning, the Faculty Development Committee, the Classified Professional Development Committee and the Managers’ Forum to assist with planning and implementing SEP activities to increase awareness of the Student Equity Plan’s goals. Sample goals include providing cultural sensitivity training and working toward equity as a core institutional value through faculty, management and staff professional development presentations, workshops, forums, and guest speakers. The Faculty Coordinator will oversee the proposed Faculty Learning Teams (FLT) professional development activities to take place across the academic divisions for targeted courses with the

highest gap in course completion (as discussed in more detail under Success Indicator for Course Completion and Degree/Certificate Completion page 73-80). The Faculty Coordinator will collaborate with internal and external partners, maintain activity records related to the plan, and compile information for reports as required. The Faculty Coordinator will also assist with multi-media training related to the project, graphic design and development of the SEP website, marketing materials, program informational items, PowerPoints for outreach, etc.

F.5 SEP ADMINISTRATIVE SUPPORT (HOURLY)

• **Activity Type(s)**

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

• **Activity Implementation Plan**

The **Part-time Administrative Support (Hourly)** (temporary/non-permanent casual employees; not to exceed 25 hours per week) assisting in the office two-to-three days a week with answering phones, filing, date-entry, copying, and other office-related duties.

F.6 PROFESSIONAL DEVELOPMENT ACROSS THE CURRICULUM

• **Activity Type(s)**

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

• **Activity Implementation Plan**

F.6.1 - Professional development through campus-wide events such as key note speakers, student equity conferences, flex-day presentations, workshops, etc. Professional development will be offered to help increase the awareness of cultural sensitivity and engage in open dialogue. Activities will be developed that frame conversations about equity across the curriculum, including categorical program participation for administrators, faculty, staff and students. As an example, the Student Equity Program will be sponsoring speaker Kenjus Watson in December 2015 and January 2016 to introduce and educate faculty regarding Intergroup

Dialogue. In addition, a workshop is planned in spring 2016 to increase faculty awareness of the importance of the course syllabus in the success of disproportionately impacted students.

F.6.2 – Faculty Learning Teams (FLT)

• **Activity Type(s)**

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

• **Activity Implementation Plan**

The following divisions/program areas will have Faculty Learning Teams (FLT): Business, Fine Arts, Behavior & Social Sciences, and Career & Technical Education, which is covered in Success Indicator: Certificate/Degree Completion, page 85.

F.6.3 – Early Alert Success Coaches/Liaisons

• **Activity Type(s)**

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

• **Activity Implementation Plan**

El Camino College is serving as a pilot college in the Chancellor's Office Educational Planning Initiative (EPI). As a pilot participant, the College will obtain a new educational planning system which includes degree audit early alert programs. The College has included in the 2015-2016 SSSP planning a need for training staff and technical experts to implement the degree audit and early alert programs. The Student Equity Program Director will work with SSSP to align these new initiatives with the SEP plan. The Student Success Center Basic Skills Cohorts will be included in the pilot to help especially those students who have been defined at risk.

The Starfish Early Alert Program serves as the early warning program offered through the Chancellor's Office Educational Planning

Initiative (EPI) pilot. Starfish is a cloud-based, software program that will be tied to the educational planning system to which all instructional faculty, counseling faculty, and students will have access. College personnel, including administrators, instructional faculty, counseling faculty members, and classified employees, and students have met over several months’- time to discuss and plan effective Early Alert Initiative implementation. Through these meetings, Professional Development Day presentations to the campus have occurred; various trainings have begun and will continue throughout the year.

The Early Alert Success Coaches/Liaisons will assist with outreaching to their divisions for early faculty buy-in, software training needs, 360 degree feedback for teaching faculty members who submit Early Alerts, and developing a protocol for how Early Alert submissions will be received and handled for each of their assigned areas.

The Early Alert Success Coaches/Liaisons will also collaborate with the new RISE Retention Center, which will be launched in spring 2016 with the collaboration of SSSP and SEP, to facilitate and follow up with instructor early alert submissions.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1.	Spring 2015 – Fall 2020	Full-time SEP Director - \$108,174	
F.2.	Spring 2015 – Fall 2020	Full-time Project Specialist - \$49,212	
F.3.	Spring 2016 – Fall 2020	Full-time Institutional Research Analyst - \$75,552	
F.4.	Spring 2016 – Fall 2020	Faculty Coordinator - \$44,604	
F.5.	Spring 2016 – Fall 2020	Part-time Hourly Employees - \$45,288	
F.6.1	Spring 2016 – Fall 2020	Professional Development Across Curriculum Faculty Special Assignments (FSA) - \$100,000	
F.6.2	Spring 2016 – Fall 2020	Faculty Learning Teams (FSA)- \$46,200	
F.6.3	Spring 2016 – Fall 2020	Faculty Learning Teams Instruction Materials - \$7,000	
F.7	Spring 2016 – Fall 2020	Early Alert Success Coaches/Liaisons (FSA) \$20,000	
F.8	Spring 2016 – Fall 2020	Conference Travel - \$25,000	
F.9	Spring 2016 – Fall 2020	Books, Supplies and Program Materials - \$45,000	
F.10	Spring 2016 – Fall 2020	Workshop Food - \$15,000	

• **Link to Goal**

The Student Equity Program is a large program, interacting with faculty and staff from across campus. The program is charged with decreasing the equity gap for disproportionately impacted students in five success indicator areas. The college has been allocated \$2.1 million to bridge the identified equity gaps. Personnel are needed to oversee the project, direct hiring and research efforts and organize all professional development activities. The personnel identified above are needed to oversee the program and educate faculty and staff about the program.

- ***Evaluation***

For every activity listed above, we will collect attendance and keep track of which faculty, staff and administrators have attended the trainings to determine the level of engagement. We will also be collecting pre- and post-surveys of event attendees to determine if the level of understanding increased due to the number of activities he/she has attended. Results will be shared during the campus-wide Professional Development presentations. A Student Equity Research Calendar will be developed that will include a timeline for implementation all of the evaluations detailed in this plan. In addition, a Campus Climate Survey will be administered in Spring 2016 and be repeated periodically on an ongoing basis. The survey will be integrated with other college surveys, including the Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE), Distance Education Survey, and Student Technology Survey, which are all administered on a regular basis. All student surveys will be disaggregated to show results for target groups. Wherever possible, results for all standard reports by Institutional Research and outcomes studies for interventions not funded by SEP will be disaggregated to show results by target groups. Research results will be presented and discussed widely on campus and will be used as the foundation for strategic and action planning in future years.

Summary Budget

2015-16 Student Equity Plan Summary Budget
0
0

Part II: Planned Student Equity (SE) Expenditures

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categor.	Research & Eval.	SE Coord. & Planning	Curriculum/ Course Dev. & Adaptation	Prof. Dev.	Instruction. Support	Direct Student Support	Total
	Academic Salaries: Position Title(s)	# of Hours										
1000	Improving Af.Am.Student Access (FSA)		A.1	\$5,700								5,700
	Increasing Access/Support to Vets (FSA)		A.2	\$12,500							\$12,500	25,000
	Statistics Math Review Wksps (FSA)		B.5							\$6,000	\$6,000	12,000
	Writing Across the Curriculum (FSA)		B.6.1					\$2,100	\$2,100			4,200
	Writing Across Curriculum Course Development(FSA)		B.6.2					\$2,100	\$2,100			4,200
	Athlete Summer Bridge Program (FSA)		B.8.1	\$4,200							\$4,200	8,400
	Student Success Center Counselors (2 FT)		C.2.1	\$30,910			\$30,910		\$30,911		\$30,911	123,642
	Student Success Center Counselors (2 PT)		C.2.2	\$15,456			\$15,455		\$15,455		\$15,455	61,821
	Math Academies (FSA)		C.7.1		\$13,334			\$13,333			\$13,333	40,000
	Math BAM & GEA (FSA)		C.8.1						\$16,000	\$16,000		32,000
	English A Consistency (FSA)		C.8.2.1						\$10,000	\$10,000		20,000
	English 82 Consistency (FSA)		C.8.3.1						\$7,000	\$7,000		14,000
	ESL Consistency (FSA)		C.8.4.1						\$2,850	\$2,850		5,700
	FYE Summer Bridge Prog. (FSA)		C.11.1	\$10,500							\$10,500	21,000
	I&T Div. Faculty Learning Teams		D.2					\$6,600	\$6,600			13,200

Continued

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoror.	Research & Eval.	SE Coord. & Planning	Curriculum/ Course Dev. & Adaptation	Prof. Dev.	Instruction. Support	Direct Student Support	Total
	Academic Salaries: Position Title(s)	# of Hours										
1000	Puente Counselor (PT)		E.1.1					\$9,334		\$9,333	\$9,333	\$28,000
	(25% RT) Puente Eng. Instr.		E.1.4					\$4,417		\$4,417	\$4,416	\$13,250
	AAPI Professional Development (FSA)		E.4.1					\$5,000	\$5,000			\$10,000
	Student Equity Faculty Coordinator (FSA)		F.4		\$11,151		\$11,151		\$11,151	\$11,151		\$44,604
	Student Equity Prof. Dev. Across Curriculum (FSA)		F.6.1					\$33,334		\$33,333	\$33,333	\$100,000
	Student Equity Faculty Learning Teams (FLT)		F.6.2						\$23,100	\$23,100		\$46,200
	Student Equity Early Alert Success Coaches (FSA)		F.7		\$10,000				\$10,000			\$20,000
	Subtotal				\$79,266	\$34,485	\$-	\$57,516	\$76,218	\$142,267	\$123,184	\$139,981

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoror.	Research & Eval.	SE Coord. & Planning	Curriculum/ Course Dev. & Adaptation	Prof. Dev.	Instruction. Support	Direct Student Support	Total
	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours										
2000	Reading Center Prog. Coord. (FT)	40.00	B.1	\$27,126							\$27,126	\$54,252
	Reading Center Tutors (Hrly)		B.2	\$17,514					\$17,513		\$17,513	\$52,540
	Student Serv. Specialist(FT)	40.00	B.3	\$12,609					\$12,609	\$12,609	\$12,609	\$50,436
	Reading Center PASS Mentors (Hrly)		B.4.1	\$21,120					\$21,120		\$21,120	\$63,360
	Writing Center Tutors (Hrly)		B.7.1								\$37,000	\$37,000
	Athlete Summer Bridge Student Mentors (Hrly)		B.8.2	\$160							\$160	\$320
	Guardian Scholars Prog-Case Manager (PT-Hrly)		B.9.1						\$29,920			\$29,920

Continued

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categor.	Research & Eval.	SE Coord. & Planning	Curriculum/ Course Dev. & Adaptation	Prof. Dev.	Instruction. Support	Direct Student Support	Total
	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours										
2000	Student Success Center Prog.Coord. (FT)	40.00	C.1	\$10,851	\$10,851		\$10,851		\$10,851		\$10,850	\$54,254
	Student Serv. Advisor(FT)	40.00	C.3	\$17,640	\$17,640		\$17,640					\$52,920
	Admin. Assistant (FT)	40.00	C.4		\$23,735	\$23,735						\$47,470
	Student Success Center Admin Support (Hrly)		C.5		\$10,560						\$10,560	\$21,120
	Student Success Center PASS Tutors (Hrly)		C.6.1							\$25,306	\$25,305	\$50,611
	Math Acad. Tutors (Hrly)		C.7.2		\$4,200			\$4,200			\$4,200	\$12,600
	ESL Assistance (Hrly)		C.9								\$4,800	\$4,800
	SI Coaches/Tutors (Hrly)		C.10	\$16,000							\$16,000	\$32,000
	FYE Student Mentors (Hrly)		C.11.2	\$350							\$350	\$700
	I&T Div. Admin. Asst. (Hrly)		D.1.1			\$12,500	\$12,500					\$25,000
	I&T Div. Marketing Asst. (Hrly)		D.1.2			\$7,000	\$7,000					\$14,000
	CTE PASS Mentors (Hrly)		D.3.1								\$14,400	\$14,400
	Puente Admin. Support (Hrly)		E.1.5					\$8,667		\$8,667	\$8,666	\$26,000
	Project Success Admin/Tutors (Hrly)		E.2.4	\$5,750		\$5,750			\$5,750	\$5,750		\$23,000
	MESA Admin Support(Hrly)		E.3	\$13,000							\$13,000	\$26,000
	Student Equity Director(FT)	40.00	F.1	\$13,522	\$13,522	\$13,522	\$13,522	\$13,522	\$13,522	\$13,521	\$13,521	\$108,174
	Student Equity Project Specialist (FT)	40.00	F.2	\$9,843	\$9,843		\$9,842		\$9,842		\$9,842	\$49,212
	Research Analyst (FT)	40.00	F.3		\$75,552							\$75,552
	Student Equity Admin Support (PT)		F.5	\$7,548	\$7,548		\$7,548		\$7,548	\$7,548	\$7,548	\$45,288
	Subtotal				\$173,033	\$173,451	\$62,507	\$78,903	\$26,389	\$146,675	\$73,401	\$254,570

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categor.	Research & Eval.	SE Coord. & Planning	Curriculum/ Course Dev. & Adaptation	Prof. Dev.	Instruction. Support	Direct Student Support	Total
	Employee Benefits	# of Hours										
3000	Improving Af.Am.Student Access (FSA)		A.1	\$399								\$399
	Increasing Access/Support to Vets (FSA)		A.2	\$875							\$875	\$1,750
	Reading Center Prog. Coord. (FT)	40.00	B.1	\$9,494							\$9,494	\$18,988
	Reading Center Tutors (Hrly)		B.2	\$1,226					\$1,226		\$1,226	\$3,678
	Student Ser. Specialist (FT)	40.00	B.3	\$4,414					\$4,413	\$4,413	\$4,413	\$17,653
	Reading Center PASS Mentors (Hrly)		B.4.1	\$1,479					\$1,478		\$1,478	\$4,435
	Statistics Math Review Wksps (FSA)		B.5							\$420	\$420	\$840
	Writing Across the Curriculum (FSA)		B.6.1					\$147	\$147			\$294
	Writing Across Curriculum Course Development(FSA)		B.6.2					\$147	\$147			\$294
	Writing Center Tutors (Hrly)		B.7.1								\$2,590	\$2,590
	Athlete Summer Bridge Program (FSA)		B.8.1	\$294							\$294	\$588
	Athlete Summer Bridge Prog.-Student Mentors (Hrly)		B.8.2	\$11							\$11	\$22
	Guardian Scholars Prog-Case Manager (PT-Hrly)		B.9.1						\$2,094			\$2,094
	Guardian Scholars Prog.-Assistant (PT-Hrly)		B.9.2						\$1,260			\$1,260
	Student Center Prog.Coord. (FT)	40.00	C.1	\$3,798	\$3,798		\$3,798		\$3,798		\$3,797	\$18,989
	Student Success Center Counselors (2 FT)		C.2.1	\$10,819			\$10,819		\$10,819		\$10,818	\$43,275
	Student Success Center Counselors (2 PT)		C.2.2	\$1,082			\$1,082		\$1,082		\$1,081	\$4,327
Student Serv. Advisor (FT)	40.00	C.3	\$6,174	\$6,174		\$6,174					\$18,522	

Continued

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categor.	Research & Eval.	SE Coord. & Planning	Curriculum/ Course Dev. & Adaptation	Prof. Dev.	Instruction. Support	Direct Student Support	Total
	Employee Benefits	# of Hours										
3000	Administrative Assistant (FT)	40.00	C.4		\$8,307	\$8,308						\$16,615
	Student Success Center Admin Support (Hrly)		C.5		\$739						\$739	\$1,478
	Student Success Center PASS Tutors (Hrly)		C.6.1							\$1,771	\$1,772	\$3,543
	Math Academies (FSA)		C.7.1		\$933			\$933			\$934	\$2,800
	Math Academies Tutors (Hrly)		C.7.2		\$294			\$294			\$294	\$882
	Math BAM & GEA (FSA)		C.8.1						\$1,120	\$1,120		\$2,240
	English A Consistency(FSA)		C.8.2.1						\$700	\$700		\$1,400
	English 82 Consistency (FSA)		C.8.3.1						\$490	\$490		\$980
	ESL Consistency (FSA)		C.8.4.1						\$200	\$199		\$399
	ESL Assistance (Hrly)		C.9								\$336	\$336
	SI Coaches/Tutors (Hrly)		C.10	\$1,120							\$1,120	\$2,240
	FYE Summer Bridge Prog. (FSA)		C.11.1	\$735							\$735	\$1,470
	FYE Student Mentors (Hrly)		C.11.2	\$25							\$24	\$49
	I&T Div. Admin. Asst. (Hrly)		D.1.1			\$875	\$875					\$1,750
	I&T Div. Marketing Asst. (Hrly)		D.1.2			\$490	\$490					\$980
	I&T Div. Faculty Learning Teams		D.2					\$462	\$462			\$924
	CTE PASS Mentors (Hrly)		D.3.1								\$1,008	\$1,008
	Puente Counselor (PT)		E.1.1					\$653		\$653	\$654	\$1,960
	(25% RT) Puente Eng. Instr.		E.1.4					\$309		\$309	\$310	\$928
	Puente Admin. Support (Hrly)		E.1.5					\$607		\$607	\$606	\$1,820
Project Success Admin/Tutors (Hrly)		E.2.4	\$403		\$403			\$402	\$402		\$1,610	

Continued

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoror.	Research & Eval.	SE Coord. & Planning	Curriculum/ Course Dev. & Adaptation	Prof. Dev.	Instruction. Support	Direct Student Support	Total
	Employee Benefits	# of Hours										
3000	MESA Admin Support (Hrly)		E.3	\$910							\$910	\$1,820
	AAPI Professional Development (FSA)		E.4.1					\$350	\$350			\$700
	Student Equity Director (FT)	40.00	F.1	\$4,733	\$4,733	\$4,733	\$4,733	\$4,733	\$4,733	\$4,732	\$4,732	\$37,862
	Student Equity Project Specialist (FT)	40.00	F.2	\$3,445	\$3,445		\$3,445		\$3,445		\$3,444	\$17,224
	Research Analyst (FT)	40.00	F.3		\$26,443							\$26,443
	Student Equity Faculty Coordinator (FSA)		F.4		\$781		\$781		\$780	\$780		\$3,122
	Student Equity Admin Support (PT)		F.5	\$528	\$528		\$528		\$528	\$529	\$529	\$3,170
	Student Equity Prof. Dev. Across the Curriculum (FSA)		F.6.1					\$2,333		\$2,333	\$2,334	\$7,000
	Student Equity Faculty Learning Teams (FLT)		F.6.2						\$1,617	\$1,617		\$3,234
	Student Equity Early Alert Success Coaches (FSA)		F.7		\$700				\$700			\$1,400
	Subtotal				\$51,964	\$56,875	\$14,809	\$32,725	\$10,968	\$41,991	\$21,075	\$56,978

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoror.	Research & Eval.	SE Coord. & Planning	Curriculum/ Course Dev. & Adaptation	Prof. Dev.	Instruction. Support	Direct Student Support	Total
	Supplies & Materials											
4000	PASS Marketing Materials		B.4.2	\$2,456					\$2,455		\$2,455	\$7,366
	Athlete Summer Bridge Prog.- Program Materials/Food		B.8.3	\$590							\$590	\$1,180
	Guardian Scholars Prog.- Academic Materials		B.9.4						\$10,000			\$10,000
	PASS Tutor Materials & Supplies		C.6.2							\$5,000	\$5,000	\$10,000

Continued

BAM Codes	Classification	Activity ID	Outreach	Student Services & Categor.	Research & Eval.	SE Coord. & Planning	Curriculum/ Course Dev. & Adaptation	Prof. Dev.	Instruction. Support	Direct Student Support	Total
4000	Supplies & Materials										
	English A Workshop Refreshments	C.8.2.2						\$500	\$500		\$1,000
	English 82 Workshop Refreshments	C.8.3.2						\$500	\$500		\$1,000
	English ESL Workshop Refreshments	C.8.4.2						\$425	\$425		\$850
	FYE Program Materials/Food	C.11.3	\$900							\$900	\$1,800
	CTE PASS Mentor Materials & Supplies	D.3.2								\$10,000	\$10,000
	Puente Catering for Mentor events	E.1.2					\$1,000		\$1,000	\$1,000	\$3,000
	Project Success Mktg Materials	E.2.3						\$1,000			\$1,000
	AAPI Workshop Materials	E.4.2					\$2,500	\$2,500			\$5,000
	Student Equity FLT Instruction Materials	F.6.3						\$3,500	\$3,500		\$7,000
	Student Equity Books, Supplies, & Prog. Materials.	F.9							\$22,500	\$22,500	\$45,000
	Student Equity Workshop Food	F.10	\$2,143	\$2,143			\$2,143	\$2,143	\$2,143	\$2,143	\$2,142
Subtotal			\$ 6,089	\$2,143		\$2,143	\$5,643	\$23,023	\$35,568	\$44,587	\$119,196

BAM Codes	Classification	Activity ID	Outreach	Student Services & Categor.	Research & Eval.	SE Coord. & Planning	Curriculum/ Course Dev. & Adaptation	Prof. Dev.	Instruction. Support	Direct Student Support	Total
7000	Other Outgo										
	Guardian Scholars Prog.-Travel	B.9.5						\$5,000			\$5,000
	Transportation to Puente conferences	E.1.3					\$2,434		\$2,433	\$2,433	\$7,300
	Project Success Prof.Dev.,Conferences, & Travel	E.2.2						\$26,450			\$26,450
	Student Equity Conference Travel	F.8						\$25,000			\$25,000
	Subtotal						\$2,434	\$56,450	\$2,433	\$2,433	\$63,750

	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
Grand Total	\$310,352	\$266,954	\$77,316	\$171,287	\$121,652	\$410,406	\$255,661	\$498,549	\$2,112,177

Summary Evaluation Plan

SUMMARY EVALUATION

Indicate the schedule and process for evaluating progress in implementing the goals identified in the plan. The college should describe its evaluation plan for understanding if it is achieving the *goals* set for each success indicator. Describe the estimated timeline for when and how frequently progress towards the goals will be measured (as opposed to the evaluation information provided for each *activity* in earlier sections). Describe who will be informed of the results of the evaluation, how the results will be used to improve practice, how those involved in implementing activities will know whether or not what they are doing is having a positive effect on the goals, and when and how actions will be taken to make any necessary changes in approach, based on the results.

Describe any planned coordination or integration with the student equity evaluation process and processes for program review, [Institutional Effectiveness](#) goal setting, educational master planning or other related institutional planning or evaluation processes.

The college's Strategic Plan, which contains the college Mission and Strategic Initiatives, is the foundation of the college's efforts to improve Institutional Effectiveness Outcomes. Strategic Initiative B (Student Success & Support) is to "strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy." An associated objective is to "implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students."

The specific targets for each SEP goal were based on the College's 5-year target rates for the Institutional Effectiveness (IE) Outcomes in the Strategic Plan. Many of IE Outcomes are in common with Student Equity Plan goals.

Evaluation of the plan's success indicators will be conducted once or twice per year, depending on how often the measure can be calculated. Annually, progress on plan goals will be measured and reported widely, and then discussed by the Student Equity Committee, Student Success Advisory Committee, and campus leadership to ensure the college is on track to achieve targets. In cases where the college is not on track, campus committees will discuss and strategize modifications to activities and plans for the coming year. Robust evaluations at the activity level, which will help to isolate their effects on student outcomes, will inform discussions and any changes that are needed.

Refer to Attachment A for details regarding Milestones for Monitoring Progress and Quality of Plan Implementation.

Attachment A

EL CAMINO COLLEGE STUDENT EQUITY PLAN
Milestones for Monitoring Progress and Quality of Plan Implementation
 FOUR YEAR PLAN (2016 thru 2020)

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

Goal A. Increase the proportionality index for Veterans and African American students by 5% in four years

ID	ACTIVITY	TARGET DATE	FUNDING	EVALUATION	KEY CONTACTS
A.1	Improving African American Student Access Faculty Special Assignments (FSA)	Spring 2016 thru Fall 2017	\$ 5,700	Prospective student contact information will be collected and cross referenced to determine if students enrolled into courses the subsequent semester. Students will be followed-up by the office of outreach and school relations to determine what types of resources the students need to matriculate. Data will be reviewed at the end of every semester. Rates of Prospect-to-Applicant and Prospect-to-Enrolled will be measured, disaggregated by ethnic group.	Health Sciences & Athletics; SEP Director; IR Analyst
A.2	Increasing Access and Support to Veterans (Hourly)	Spring 2016 thru Fall 2017	\$ 25,000	Survey in Spring 2016 to help us to better understand their needs and interests, as well as their satisfaction with services, amenities, and the college, as a whole. Institutional Research will analyze both veteran enrollment and Veteran Center usage data on an annual basis to evaluate the impact on veteran access to the college.	Admissions & Records; SEP Director; IR Analyst
			Personnel \$ 30,700		
			Benefits \$ 2,149		
			TOTAL FUNDING FOR ACCESS	\$ 32,849	

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

Goal B. Increase course completion for Foster Youth, African American and Pacific Islander students by 5% in four years. Increase course completion rate for Latinos by 2.5% in four years, as we try to improve the number of courses lost.

ID	ACTIVITY	TARGET DATE	FUNDING	EVALUATION	KEY CONTACTS
B.1	Full-time Reading Success Center Coordinator	Spring 2016 thru Fall 2020	\$ 54,252	Data will be collected on student usage including student identifiers, and frequency, duration, and purpose of visit. In addition, we will continue to conduct a survey of students at the end of every semester on how well services are being provided and where improvements can be made.	SEP Director, IR Analyst
B.2	Reading Success Center Tutors (Hourly)	Fall 2015 thru Fall 2020	\$ 52,540		
B.3	Full-time Student Services Specialist	Spring 2016 thru Fall 2020	\$ 50,436	The evaluation will be on the increase in the number of PASS workshops offered in the 2015-16 and future years, compared to the offerings in prior years. Successful course completion for targeted students in divisions not previously served will be evaluated as for B.2 above.	SEP Director, IR Analyst
B.4.1	Peer Assisted Study Sessions (PASS) Mentors (Hourly)	Fall 2015 thru Fall 2020	\$ 63,360		
B.4.2	Peer Assisted Study Sessions (PASS) Marketing Materials	Spring 2016 thru Fall 2020	\$ 7,366		
B.5	Statistics Math Review Workshops Faculty Special Assignments (FSA)	Spring 2016 thru Fall 2017	\$ 12,000	Participation and successful course completion by targeted groups will be measured and compared to non-participants and the overall student completion rates to determine changes in the equity gap.	Mathematical Sciences; BSI Coordinator; SEP Director; IR Analyst
B.6.1	Writing Across Curriculum, Faculty Special Assignment (FSA)	Spring 2016 thru Fall 2017	\$ 4,200	Pre-post test of communication ability. Other data will also be analyzed on cognitive and affective domains.	Assoc. Dean-Academic Affairs; SLO Coordinator; Humanities; Behav. & Social Sciences, SEP Director
B.6.2	Writing Across Curriculum, Curriculum/Course Dev. (FSA)		\$ 4,200		
B.7	Expanding Hours for the Writing Center (Hourly)	Fall 2015 thru Fall 2017	\$ 37,000	The data will be analyzed such as number of visits, length of visit, and course completion data. Overall student course completion data will be disaggregated by ethnicity to determine the effect on student equity gap.	Humanities; Writing Center Coordinator; SEP Director; IR Analyst

B.8.1	Athlete Summer Bridge Program (FSA)	Summer 2016 thru Summer 2017	\$ 8,400	Participants in the Athlete Summer Bridge program will be tracked in their first fall and spring to measure their successful course completion and persistence through both semesters. Their outcomes will be compared with non-participating athletes.	Health Sciences & Athletics; SEP Director; IR Analyst
B.8.2	Athlete Summer Bridge Program Mentors (Hourly)		\$ 320		
B.8.3	Athlete Summer Bridge Program Materials/Workshop Food		\$ 1,180		
B.9.1	Guardian Scholars Program (Foster Youth) Case Manager (Hourly)	Fall 2015 thru Fall 2020	\$ 29,920	The data will be collected each semester and analyzed annually for course completion, basic skills completion, persistence, degree/certificate completion, and transfer.	Student Support Services; SEP Director; IR Analyst
B.9.2	Guardian Scholars Program (Foster Youth) Assistant (Hourly)		\$ 18,000		
B.9.3	Part-time Guardian Scholars Program Counselor				SSSP \$52,000
B.9.4	Guardian Scholars Program Academic Materials		\$ 10,000		Student Support Services; SEP Director; IR Analyst
B.9.5	Guardian Scholars Program Conference Travel		\$ 5,000		
Personnel			\$ 334,628		
Benefits			\$ 52,737		
Non- Personnel			\$ 23,546		
TOTAL FUNDING FOR COURSE COMPLETION			\$ 410,911		

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

Goal C. Increase basic skills math and English completion rates for African American, Pacific Islander and identified disability students by 10% in four years. Increase basic skills ESL completion rate for Latinos and females by 10% in four years.

ID	ACTIVITY	TARGET DATE	FUNDING	EVALUATION	KEY CONTACTS
C.1	Full-time Student Success Center Coordinator	Spring 2016 thru Fall 2020	\$ 54,254	Fill rates for Umoja Cohort sections will be calculated on a regular basis to measure recruitment efforts. Progress will be monitored for each student and annual reports for student progression through the basic skills sequence will be reported.	SEP Director; IR Analyst
C.2.1	Two Full-time Counselors	Fall 2015 thru Fall 2020	\$ 123,642	Full-Time and Part-Time Counselors will conduct student evaluation and undergo self - and peer evaluations.	
C.2.2	Two Part-time Counselors		\$ 61,821		
C.3	Full-time Student Services Advisor	Spring 2016 thru Fall 2020	\$ 52,920	Fill rates for Umoja Cohort sections will be calculated on a regular basis to measure recruitment efforts. Progress will be monitored for each student and annual reports for student progression through the basic skills sequence will be reported.	
C.4	Full-time Administrative Assistant	Fall 2015 thru Fall 2020	\$ 47,470	Progress will be monitored for each student and annual reports for student progression through the basic skills sequence will be reports.	
C.5	Administrative Support (Hourly)	Fall 2015 thru Fall 2020	\$ 21,120	Fill rates for Umoja Cohort sections will be calculated on a regular basis to measure recruitment efforts. Progress will be monitored for each student and annual reports for student progression through the basic skills sequence will be reported.	
C.6.1	Student Success Center Tutors/PASS Mentors (Hourly)	Fall 2015 thru Fall 2020	\$ 50,611	The evaluation will be on the increase in the number of PASS workshops offered in the 2015-16 and future years, compared to the offerings in prior years. Successful course completion for targeted students in divisions not previously served will be evaluated.	
C.6.2	Student Success Center Tutors/PASS Mentors Supplies (Chromebooks/Laptops/Materials)		\$ 10,000		

C.7.1	Math Academies Faculty Special Assignments (FSA)	Summer 2015 thru Summer 2020	\$ 40,000	The initial placement test results and the placement test results after the academy will be compared. Students completing the academy will be tracked to evaluate the Basic Skills Math completion rates.	Mathematical Sciences; Summer Math Academy Coord.; SEP Director; IR Analyst
C.7.2	Math Academies Tutors (Hourly)		\$ 12,600		
C.8.1	Prof Dev. Basic Acceleration Mathematics (BAM) & General Education Acceleration (GEA) in Math Faculty Special Assignments (FSA)	Spring 2016 thru Fall 2016	\$ 32,000	Successful course completion rates in section of faculty members involved in the Math BAM/GEA and English ESL/English A/English 82 consistency projects will be examined before and after participation.	Mathematical Sciences; BSI Coordinator; SEP Director; IR Analyst
C.8.2.1	Prof Dev. English A Consistency FSA		\$ 20,000		
C.8.2.2	Prof Dev. English A Consistency Workshop Food		\$ 1,000		
C.8.3.1	Prof Dev. English 82 Consistency FSA		\$ 14,000		
C.8.3.2	Prof Dev. English 82 Consistency Workshop Food		\$ 1,000		
C.8.4.1	Prof Dev. ESL Consistency (FSA)		\$ 5,700		
C.8.4.2	Prof Dev. ESL Consistency Workshop Food		\$ 850		
C.9	Assistance with Testing/Registration for ESL Courses	Spring 2016 thru Fall 2016	\$ 4,800	Enrollment and completion counts will be compared to historical levels to assess the impact of this intervention on ESL basic skills completion.	Humanities; SEP Director; IR Analyst
C.10	SI Coaches/ Tutors (Hourly)	Spring 2016 thru Fall 2017	\$ 32,000	BAM is evaluated every year. The rate at which students complete the developmental math program and a transfer level course is evaluated and compared to students taking the traditional track. Success rates for GEA courses will be collected every semester to compare sections that have SI coaches to those that have no SI coaches.	Mathematical Sciences; SI Coordinator; SEP Director; IR Analyst

C.11.1	Summer Bridge Program First Year Experience (FYE) FSA	Summer 2016 thru Summer 2017	\$ 21,000	Participants in the Summer Bridge program outcome in basic skills will be compared with non-participants with similar demographic and enrollment characteristics as those targeted for the program.	Counseling; FYE/Faculty Coordinator; SEP Director; IR Analyst
C.11.2	Summer Bridge Program First Year Experience (FYE) Tutors (Hourly)		\$ 700		
C.11.3	Summer Bridge Program First Year Experience (FYE) Food		\$ 1,800		
Personnel			\$ 594,638		
Benefits			\$ 119,545		
Non-Personnel			\$ 14,650		
TOTAL FUNDING FOR ESL BASIC SKILLS COMPLETION			\$ 728,833		

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

Goal D. Increase degree and certificate completion rates for African American and Latino students by 10% in four years.

ID	ACTIVITY	TARGET		EVALUATION	KEY CONTACTS
		DATE	FUNDING		
D.1.1	Career & Technical Education Administrative Support (Hourly)	Spring 2016 thru Fall 2020	\$ 25,000	Participation in certificated programs will be will measured to determine if an increase for the target groups has occurred as a result of the activity.	Industry & Tech; CTE Coordinator; SEP Director; IR Analyst
D.1.2	Career & Technical Education Marketing Assistant (Hourly)		\$ 14,000		
D.2	Career & Technical Education Faculty Learning Teams (FLT) Faculty Special Assignments (FSA)	Spring 2016 thru Fall 2020	\$ 13,200	Degree and certificate intentions will be measured in a pre and post survey in section of faculty members involved in the activity will be examined before and after participation.	Industry & Tech; CTE Coordinator; SEP Director; IR Analyst
D.3.1	Peer Assisted Study Sessions (PASS) Mentors (Hourly)	Spring 2016 thru Fall 2020	\$ 14,400	Programs with a PASS Mentor will be compared to programs without a PASS mentor to determine if the activity is successful and, ultimately, there is an increase in certificate and degree completion.	Industry & Tech; CTE Coordinator; SEP Director; IR Analyst
D.3.2	Career & Technical Education Supplies & Materials		\$ 10,000		
Personnel			\$ 66,600		
Benefits			\$ 4,662		
Non-Personnel			\$ 10,000		
TOTAL FUNDING FOR DEGREE & CERTIFICATE COMPLETION			\$ 81,262		

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

Goal E. Increase transfer rates for Foster Youth, African American, Latinos, Pacific Islander, and Identified Disability students by 5% in four years.

ID	ACTIVITY	TARGET		EVALUATION	KEY CONTACTS
		DATE	FUNDING		
E.1.1	Part-time Second Cohort Puente Program Counselor	Fall 2015 thru Fall 2020	\$ 28,000	Cohorts will be tracked over time to measure increases in persistence, progression, and goal completion.	Puente Counselor/Co-Coord.; SEP Director; IR Analyst
E.1.2	Puente Program Workshop Food		\$ 3,000		
E.1.3	Puente Program Student Conference Travel		\$ 7,300		
E.1.4	Puente Program English Instructor Release Time		\$ 13,250		
E.1.5	Puente Program Administrative Support (Hourly)		\$ 26,000		
E.2.1	Project Success Counselor, Cultural Sensitivity & Awareness	Fall 2015 thru Fall 2020		Cohorts will be tracked over time to measure increases in persistence, progression, and goal completion, with a special focus on transfer to HBCUs and other 4-year institutions.	Funded by SSSP \$45,000
E.2.2	Project Success Student/Faculty Conference Travel		\$ 26,450		Project Success Counselor/Co-Coordinator; SEP Director; IR Analyst
E.2.3	Project Success Program Marketing Materials		\$ 1,000		
E.2.4	Project Success Administrative Support/Tutors (Hourly)		\$ 23,000		
E.3	MESA Personal Success Plan Administrative Support (Hourly)	Spring 2016 thru Fall 2016	\$ 26,000	Students who participate in the Personal Success Plan will be tracked across terms to evaluate the effectiveness of this intervention; the study will include comparison with students flagged for participation in the PSP who elect not to take advantage of these services.	Director MESA STEM; SEP Director; IR Analyst
E.4.1	Asian American Pacific Islander Program, Faculty Special Assignment	Spring 2016 thru Fall 2016	\$ 10,000	Activity will be tracked over time to measure increases in persistence, progression, and goal completion.	Counseling; SEP Director; IR Analyst
E.4.2	Asian American Pacific Islander Program, Workshop Food	Spring 2016 thru Fall 2017	\$ 5,000		

Personnel	\$ 126,250
Benefits	\$ 8,838
Non-Personnel	\$ 42,750
TOTAL FUNDING FOR TRANSFER	\$ 177,838

GOALS, ACTIVITIES, FUNDING AND EVALUATION: OTHER COLLEGE OR DISTRICT-WIDE INITIATIVES AFFECTING SEVERAL INDICATORS

Goal F. Activities affecting several goals across success indicators

TARGET					
ID	ACTIVITY	DATE	FUNDING	EVALUATION	KEY CONTACTS
F.1	Full-time Student Equity Director	Spring 2015 thru Fall 2020	\$ 108,174	Personnel will assist with the implementation of the SEP plan based on the five success indicators areas targeting equity gaps for disproportionately impacted students. All of the indicators will be measured annually to ensure progress was made towards SEP goals.	SEP Director; IR Analyst
F.2	Full-time Project Specialist	Spring 2016 thru Fall 2020	\$ 49,212		
F.3	Full-time Institutional Research Analyst	Spring 2016 thru Fall 2020	\$ 75,552		
F.4	Faculty Coordinator, Faculty Special Assignment (FSA)	Spring 2016 thru Fall 2020	\$ 44,604		
F.5	Administrative Support (Hourly)	Spring 2016 thru Fall 2020	\$ 45,288		
F.6.1	Professional Development Across the Institution (FSA)	Spring 2016 thru Fall 2020	\$ 100,000	Collect attendance and keep track of what faculty, staff and administrators have attended the trainings to determine the level of engagement. Collecting pre and post surveys of event attendees to determine if the level of understanding increased due to the number of activities he/she has attended. Results will be shared during the campus-wide flex day presentations.	PD Coordinator; SEP Director; IR Analyst
F.6.2	Faculty Learning Teams (FLT) FSA	Spring 2016 thru Fall 2020	\$ 46,200	Pre and post survey in section of faculty members involved in the activity will be examined before and after participation.	SEP Director; IR Analyst
F.6.3	Faculty Learning Teams (FLT) Instructional Materials		\$ 7,000		
F.7	Early Alert Success Coaches (FSA)	Spring 2016 thru Fall 2020	\$ 20,000	Data will be collected to compare early alert intervention courses with courses with no intervention.	SSSP; BSI; SEP Director; IR Analyst

F.8	Student Equity Conference Travel	Spring 2016 thru Fall 2020	\$ 25,000	All of the indicators will be measured annually to ensure progress was made towards SEP goals.	SEP Director; IR Analyst
F.9	Student Equity Materials & Supplies		\$ 45,000		
F.10	Student Equity Workshop Food		\$ 15,000		
Personnel			\$ 489,030		
Benefits			\$ 99,454		
Non-Personnel			\$ 92,000		
TOTAL FUNDING FOR OTHER			\$ 680,484		
Grand Total for Personnel			\$ 1,641,846		
Grand Total for Benefits			\$ 287,385		
Grand Total for Non-Personnel			\$ 182,946		
GRAND TOTAL			\$ 2,112,177		

Attachment B

El Camino College Student Equity Evaluation Rubric for Proposed Projects/Activities (Funding Request Forms)

Division/Area Request:	
Total Amount Requested:	
Success Indicator:	A = Access; B = Course Completion; C = ESL & Basic Skills; D = Certificate/Degree; E = Transfer
Project ID: (Assigned)	Project Title:
Project Lead(s):	
Project Description:	
REQUIREMENTS FOR FUNDING:	

All proposed activities/programs and services must:

- Integrated into an annual plan (Annual plans can be updated at any time) Specify Annual Plan: _____
- Address the target populations and success indicators of the Student Equity Plan
- Be based on the disproportionate impact study, goals, and activities described in the college Student Equity Plan
- Faculty, staff and administrators associated with the development, implementation, and/or evaluation of the proposed activity must participate in a Student Equity in-service training to be determined by the Student Equity

INTEGRATED PLANNING:

- Basic Skills Initiative: (Specify goal[s] or activity[ies]) _____
- Student Success and Support Program: (Specify goal[s] or activity[ies]) _____
- Educational Master Plan: (Specify goal[s] or activity[ies]) _____
- Strategic Plan: (Specify goal[s] or activity[ies]) _____
- Other: (Specify goal[s] or activity[ies]) _____

EQUITY DISPARITY: (Specified in the Equity Plan) That this Project Addresses (Check all that apply)
--

- Foster Youth
- Veterans
- Latinos
- African Americans
- Disabled
- Pacific Islanders
- Other: _____

FUNDING REQUEST:

FUNDING REQUEST:	OUTREACH	SE COORD	INSTRUCTIONAL SUPPORT	STUDENT SERVICES CATEGORICAL	CURRICULUM	DIRECT STUDENT SUPPORT	RESEARCH EVALUATION	PROFESSIONAL DEVELOPMENT	Projected Cost:
PERSONNEL:									
EQUIPMENT AND SUPPLIES:									
TRAVEL: (IN STATE ONLY)									\$0
OTHER COMPONENTS:									\$0
Total:									
(REMEMBER TO CHECK YOUR ARITHMETIC!)									

EVALUATION RUBRIC					
Project ID# :	Needs Improvement (0-1 pts)	Developing (2-3pts)	Proficient (4-6pts)	Score	Notes
Need for Project	Needs Improvement	Developing	Proficient		
Is there a sound, strong reason to develop your project or program? Is it aligned with the college's goals?	No clear documentation of alignment with college or Student Success goals and objectives provided; not grounded in sound research or best practices.	Project has one or two of the "proficient" qualities.	Project is aligned with the college's strategic plan; project is aligned with student success goals and objectives; project is based in sound research and/or best practices.		
Scalability	Needs Improvement	Developing	Proficient		
Can your project be expanded to serve more students? Are the costs and resources associated with expanding the program realistic?	Project has limited ability to expand to serve more students than its initial pilot population.	Project has the ability to grow beyond its pilot, but may have limited ability to serve all of the students who need or want it.	Project has the ability to expand to serve all of the students who need and/or want it.		
Connectivity	Needs Improvement	Developing	Proficient		
Does your project provide opportunities for collaboration across campus? For example: does it link SSS? BSI? Strategic/Master Plan?	Project operates in isolation.	Project has a few connections among SSSP, BSI, Strategic/Master Plan, etc.	Project fully connects with one or more of the following: SSSP, BSI, Strategic/Master Plan, etc.		
Addresses Equity Gaps	Needs Improvement	Developing	Proficient		
Does your project address how it will be addressing closing the gap for Hispanic, African American and Pasific Islander students?	It is unclear what gaps the project addresses and for what population.	Partially aligns with a particular goal and or gap identified in SEP.	Directly addresses equity goals and gaps identified in the SEP.		
Professional Development	Needs Improvement	Developing	Proficient		
Does your project allow for professional development opportunities? Do you share your experiences (successes and failures) with your colleagues?	Project includes no professional development opportunities, or opportunities are limited in number or scope.	Project includes professional development opportunities for targeted departments or groups constituencies (e.g. intradepartment only).	Project includes professional development opportunities as integral to the project's success.		
Evaluation Plan	Needs Improvement	Developing	Proficient		
How will you measure the project's stated goals and outcomes?	Proposal has no project evaluation plan, or research plan has a limited ability to gather credible qualitative or quantitative data.	Proposal has a project evaluation plan that is limited in scope or time period.	Evaluation plan yields robust qualitative and/or quantitative data gathered on a regular basis longitudinally.		
Sustainability / Institutionalization	Needs Improvement	Developing	Proficient		
Can your project be sustained beyond the initial Equity funding period (e.g. through general funds, categorical funds, materials fees, etc)?	Project is dependent on categorical or special funds, institutionalization is not addressed.	Pilot is funded through categorical or special funds, and there is a plan in place to institutionalize the project if successful.	Pilot is partially funded through categorical or special funds, and partially funded through general funds with a plan in place to institutionalize it.		

Attachment C

Attachment C

Course by Department	# of enrollments	% of enrollment	# of D, F, NP, W	% of courses not passed	Gap (<- 10% in red)
Behavioral & Social Sciences Departments					
ANTH-1 (Intro to Physical Anthropology)	1,385		607	44%	
African-American	177	13%	102	58%	-14%
Amer. Ind. or Alask. Native	2	0%	2	100%	-56%
Asian	191	14%	56	29%	15%
Latino	741	54%	359	48%	-5%
Pacific Islander	6	0%	4	67%	-23%
Two or More	79	6%	32	41%	3%
Unknown or Decline	11	1%	2	18%	26%
White	178	13%	50	28%	16%
ECON-1 (Principles of Econ - Macroecon)	972		249	26%	
African-American	96	10%	31	32%	-7%
Amer. Ind. or Alask. Native	3	0%	1	33%	-8%
Asian	285	29%	64	22%	3%
Latino	402	41%	116	29%	-3%
Pacific Islander	8	1%	1	13%	13%
Two or More	42	4%	11	26%	-1%
Unknown or Decline	8	1%	1	13%	13%
White	128	13%	24	19%	7%
HIST-101 (U.S. History to 1877)	1,537		536	35%	
African-American	195	13%	95	49%	-14%
Asian	197	13%	48	24%	11%
Latino	831	54%	323	39%	-4%
Pacific Islander	9	1%	5	56%	-21%
Two or More	68	4%	17	25%	10%
Unknown or Decline	6	0%	1	17%	18%
White	231	15%	47	20%	15%
PSYC-5 (General Psychology)	2,777		855	31%	
African-American	397	14%	186	47%	-16%
Asian	396	14%	69	17%	13%
Latino	1,490	54%	486	33%	-2%
Pacific Islander	12	0%	3	25%	6%
Two or More	122	4%	35	29%	2%
Unknown or Decline	13	0%	3	23%	8%
White	347	12%	73	21%	10%
SOCI-101 (Introduction to Sociology)	1,725		396	23%	
African-American	239	14%	80	33%	-11%
Amer. Ind. or Alask. Native	1	0%	-	0%	23%
Asian	342	20%	32	9%	14%
Latino	836	48%	234	28%	-5%
Pacific Islander	7	0%	-	0%	23%
Two or More	81	5%	16	20%	3%
Unknown or Decline	13	1%	1	8%	15%
White	206	12%	33	16%	7%

Course by Department	# of enrollments	% of enrollment	# of D, F, NP, W	% of courses not passed	Gap (< 10% in red)
Business Departments					
CIS-13 (Computer Information Systems) CTE	813		231	28%	
African-American	103	13%	49	48%	-19%
Amer. Ind. or Alask. Native	2	0%	-	0%	28%
Asian	177	22%	25	14%	14%
Latino	378	46%	128	34%	-5%
Pacific Islander	5	1%	2	40%	-12%
Two or More	22	3%	3	14%	15%
Unknown or Decline	4	0%	-	0%	28%
White	122	15%	24	20%	9%
BUS-1A (Financial Accounting) CTE	1,085		473	44%	
African-American	132	12%	78	59%	-15%
Asian	257	24%	74	29%	15%
Latino	482	44%	241	50%	-6%
Pacific Islander	5	0%	2	40%	4%
Two or More	38	4%	14	37%	7%
Unknown or Decline	10	1%	7	70%	-26%
White	161	15%	57	35%	8%
Fine Arts Departments					
ART-101 (Art/Visual Cultr in Modrn Life)	1,468		473	32%	
African-American	212	14%	88	42%	-9%
Amer. Ind. or Alask. Native	2	0%	1	50%	-18%
Asian	177	12%	36	20%	12%
Latino	828	56%	290	35%	-3%
Pacific Islander	6	0%	4	67%	-34%
Two or More	67	5%	17	25%	7%
Unknown or Decline	10	1%	3	30%	2%
White	166	11%	34	20%	12%
DANC-101 (Dance Appreciation)	866		326	38%	
African-American	212	24%	118	56%	-18%
Amer. Ind. or Alask. Native	1	0%	1	100%	-62%
Asian	120	14%	22	18%	19%
Latino	404	47%	143	35%	2%
Pacific Islander	13	2%	4	31%	7%
Two or More	36	4%	15	42%	-4%
Unknown or Decline	8	1%	4	50%	-12%
White	72	8%	19	26%	11%
MUSI-111 (Music Appreciation-Survey)	870		329	38%	
African-American	152	17%	100	66%	-28%
Asian	193	22%	44	23%	15%
Latino	369	42%	136	37%	1%
Pacific Islander	10	1%	7	70%	-32%
Two or More	37	4%	18	49%	-11%
Unknown or Decline	10	1%	4	40%	-2%
White	99	11%	20	20%	18%

Course by Department	# of enrollments	% of enrollment	# of D, F, NP, W	% of courses not passed	Gap (<-10% in red)
Fine Arts Departments					
ATEC-1 (Intro to Auto Service) CTE	132		51	39%	
African-American	17	13%	10	59%	-20%
Asian	11	8%	1	9%	30%
Latino	86	65%	35	41%	-2%
Two or More	4	3%	3	75%	-36%
Unknown or Decline	1	1%	-	0%	39%
White	13	10%	2	15%	23%
CADD-31 (Orientation to CATIA) CTE	118		41	35%	
African-American	22	19%	16	73%	-38%
Asian	17	14%	2	12%	23%
Latino	49	42%	12	24%	10%
Two or More	5	4%	3	60%	-25%
Unknown or Decline	2	2%	1	50%	-15%
White	23	19%	7	30%	4%
ECHT-11 (Introduction to Electronics) CTE	131		45	34%	
African-American	19	15%	13	68%	-34%
Asian	18	14%	3	17%	18%
Latino	65	50%	22	34%	1%
Two or More	8	6%	3	38%	-3%
Unknown or Decline	2	2%	1	50%	-16%
White	19	15%	3	16%	19%
FASH-31 (History of Costume) CTE	63		33	52%	
African-American	23	37%	15	65%	-13%
Asian	11	17%	3	27%	25%
Latino	14	22%	10	71%	-19%
Two or More	4	6%	1	25%	27%
Unknown or Decline	1	2%	1	100%	-48%
White	10	16%	3	30%	22%
FTEC-1 (Fire Protect Organization) CTE	254		102	40%	
African-American	53	21%	40	75%	-35%
Asian	15	6%	5	33%	7%
Latino	120	47%	40	33%	7%
Two or More	10	4%	2	20%	20%
Unknown or Decline	1	0%	1	100%	-60%
White	55	22%	14	25%	15%