Cañada College

Student Equity Plan

September 14, 2015

Cañada College

STUDENT EQUITY PLAN

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Signature Page

Cañada College

Student Equity Plan Signature Page

District: San Mateo Community College District **Board of Trustees Approval Date:** 12/09/16

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

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Executive Summary

Introduction

The State Chancellor's stated intention of the student equity plans is to "ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, disability, or economic circumstances". This is in direct support of the mission of Cañada College which declares our intention to provide "our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning." Thus, the Student Equity Planning process and associated funding will help us to better carry out our mission by calling on us to look deeper into our institutional data and take action to address the inequitable outcomes that exist on our campus.

In response to the August 2014 announcement of Student Equity funds, the Academic Committee for Equity & Success (ACES) was formed by the merger of the Basic Skills Committee with the Committee for Student Equity. The committee works to address issues of student equity and student success in courses below transfer by supporting tutoring and proactive counseling for students as well as professional learning for faculty, staff, and administrators. The interventions below are organized in collaboration with a Title V (HSI grant), the SSSP Plan, and institutionalized college structures. In addition, the college is collaborating with the charge and opportunity of AB 86 with Adult-Education Career and College Educational Leadership (ACCEL) in **San Mateo County to** facilitate the transition by creating pathways for from Adult schools to community college.

Theoretical Framework

Foundational to the work of the Cañada College ACES committee is a focus on equity mindedness as described by Bensimon (2005). On an institutional level, this committee has attempted to develop a culture where it is expected that data gathering, analysis and research to understand why the institutional inequities occur before trying to design solutions.

The committee has created "the time and space for discussion and learning from one another in

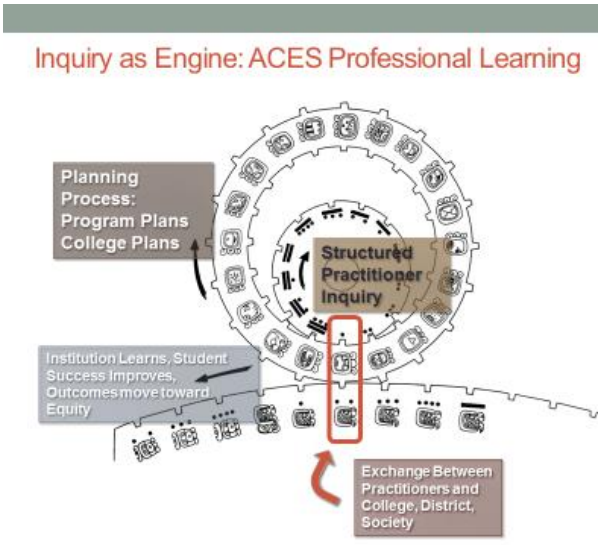

Figure 1 A visual representation of the Equity Planning and Inquiry Process at Cañada College

order to create knowledge" to direct the action.

The goal is to build habits of inquiry and collaborative-change into the fabric of the institution so that practitioners drive the planning, execution, and assessment of interventions.

Target Groups

We used both the 80% index and the gap analysis, along with consideration of the size and relative size of each group to determine areas of focus in addressing disproportionate impact. Each of the subgroups experienced disproportionate impact in at least one indicator with an average of 2.5 indicators per sub group. The following groups emerged as a priority focus for each of the indicators. The complete disproportionate impact study is included in the Body of this plan, and can be found here: Student Equity data.

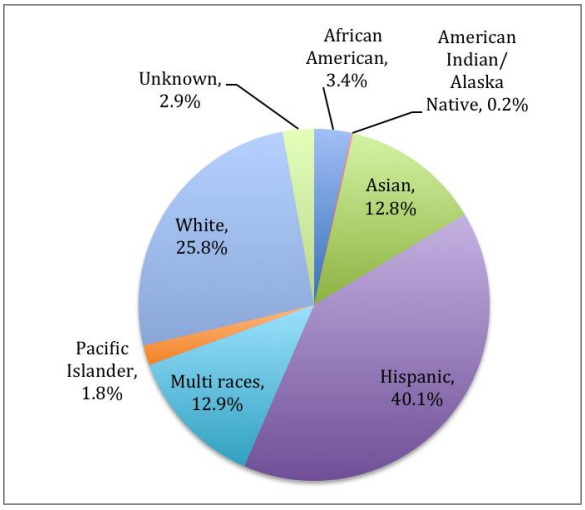

Figure 2 Student Ethnicities Cañada College

Hispanic Students comprise 40% of our student population. As a Hispanic Serving Institution, we have made considerable efforts to improve outcomes for this population. Yet, in the GAP analysis we find that Hispanic students fall 4.3% points below average in Course Completion and 17.5% points below average in Transfer. We are targeting this disparity through proactive retention strategies focused on the most vulnerable classes as well as special programming such as the Puente learning community and Dreamer-resource activities.

African American Students are 3.4% of our enrollments and experience disproportionate impact in Course Completion, English and Math sequence Completion and Degree and certificate completion. In the area of Transfer, African American students comprised only 1.7% of the Transfer-ready cohort, indicating a disparity in representation that is worth attention. To address this, we have created the 'Blacademia' working group comprised of faculty, staff, administrators and students to design culturally relevant community building and professional development activities to help address a campus and classroom climate that may contribute to the disparities for African Americans. We also anticipate that the proactive retention strategies will help to increase completion and success rates for African American students.

Pacific Islanders are 1.8% of our student population and experience disproportionate impact in Course, English, Math and ESL sequence completion as well as Degree and Certificate rates. As of this writing, no targeted programming for this group exists beyond our general proactive

retention strategies and cultural responsive pedagogical trainings. In Transfer they are proportionally represented at 2% of the transfer-ready cohort with a corresponding transfer rate of 43%.

White Students only experience disproportionate impact in the area of Access. White students are "underrepresented" in that they comprise 43.2% of the population in our service area and only 25.8% of our students (p-index=0.6). We feel that addressing this issue will coincide with other outreach and publicity measures intended to slow our overall decline in enrollments.

American Indian and Alaskan Native comprise 0.2% of our student body with a head count of just 11 students in the 2014-2015 school year. These students experience disproportionate impact in the areas of Course Completion, English Completion and Transfer. We expect that our intensive proactive retention efforts will help address the disparities for these students and will help us to surface their specific needs. As of now there are no other targeted interventions for this specific group.

Asian Students comprise 12.8% of our student body. They are underrepresented at our college in that our service area is 27% Asian and experience disproportionate impact in the areas of English and ESL completion. The ESL and English departments are employing retention strategies that are intended to help raise the completion rates for these students, while we also expect

Students identifying as Multiple Races or Unknown Race/Ethnicity are 12.9% and 2.9% of our students respectively. It is not clear at this point how to target programs to these groups, aside from the fact we believe our core strategies of Proactive support, Curricular Innovation, and Direct support and Financial literacy, will help close achievement gaps for all students. We also recognize the need to drill down into this category to better understand the ethnic and racial combinations that are most underserved.

By Gender, our students identify as 59.8% female, 37.8% male and 2.5% unrecorded. Of these groups, male students experience the highest levels of disproportionate impact in the English Completion, ESL Completion, and Degree or Certificate Completion indicators. For those whose gender was 'Unrecorded' (a total of 155 students) the only disproportionate impact occurred in the English and Mathematics Completion indicators. In the Access indicator, Males are underrepresented (p-index=0.77) while the lack of data for "unrecorded-gender" made comparison with the service population impossible. We are looking into adding identity options such as "Transgender" and "Intersex" to our admission materials to learn more about the composition and needs of the "unrecorded gender" group.

Age groups experiencing the most disproportionate impact include those under 20, and those students in the 40-49 ear old range. In terms of indicators, almost all age groups experienced disproportionate impact in the areas of English completion and Transfer, with just the 50-59 year olds experiencing disproportionate impact in Mathematics completion. All students 30 and over are underrepresented on our campus, leaving some of the indicators with less than 10

students for which to calculate indicators. The main targeted intervention to address these disparities is the College for Working Adults (CWA)

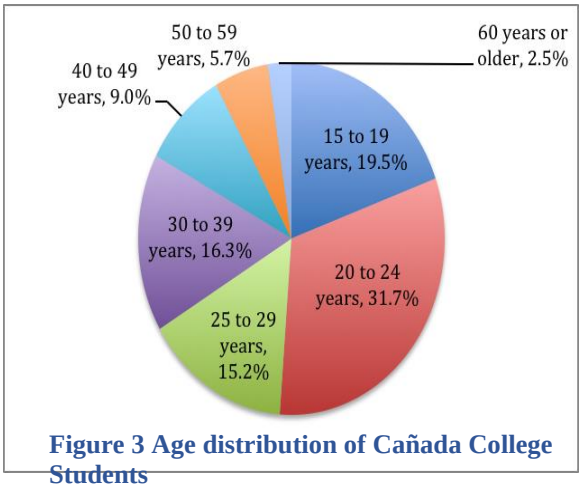

Figure 3 Age distribution of Cañada College Students

Disability status did not seem to have an association with any disproportionate impact. Since disability status is defined by those students who register with the DSPS office, the category includes students with physical as well as developmental, cognitive or learning disabilities who have taken the initiative to sign up for services. Our current data collection system does not allow us to further disaggregate this data to see differences amongst students with different categories of disabilities. We also do not assume that all students with disabilities are registered with DSPS. In our plan, we therefore do allocate funds to support a Learning Disabilities counselor who will perform LD testing on site to increase the number of students who can take advantage of the DSPS resources.

Low Income students experienced disproportionate impact in the Course Completion and Transfer indicators. Both the Sparkpoint center and the Textbook Learners Collection (TLC) program are designed to provide direct assistance and financially literacy support to those students, in an attempt to eliminate income as a factor in low completion and transfer rates.

Probation and Dismissal students are defined to be those students who have struggled academically. Unsurprisingly, they showed up as experiencing disproportionate impact across all relevant indicators (Access can't be calculated for this group). This analysis caused us to look at the interventions aimed at probation and dismissal students which lead to the initiation of the Students Transitioning Off Probation (STOP) program which has since been institutionalized. Workshops to help explain to these students how to remove themselves from probation were designed through our ACES Inquiry process and are now run regularly by the Counseling Department. We are also training faculty on effective practices for assisting this group of students.

Veterans are vastly underrepresented on our campus at 1.5% of students, yet 5.7% of San Mateo County residents. This is due in part to the VA/GI bill funding formula which provides funding at different levels depending on the area of residence.. In addition to being underrepresented, our student veterans experience disproportionate impact in overall course completion, degree or certificate attainment, and transfer (0 veterans were transfer-ready in the reference year). We have developed a plan to increase direct support in the form of book and transportation vouchers, as well as a more concerted effort to connect these students with proactive retention and case management through the existing Veterans' Resource and Organizing Center (VROC).

Foster Youth are also overrepresented at 0.8% of the student population, while only 0.3% of San Mateo County residents.

Goals

Access

- A1 Increase enrollment for target students.
- A2 Increase average placement level for students in target populations in ESL, Math and English from current levels.

Course Completion

- B1 Increase successful course completion for target students
- B2 Increase basic skills sequence completion for target students
- B3 Increase number of classified, faculty, and administrators participating in inquiry-based professional learning

ESL and Basic Skills Completion in Math and English

- C1 Increase successful course completion for target students
- C2 Increase basic skills English and Reading sequence completion for target students
- C3 Increase successful course completion for target students
- C4 Increase basic skills Math sequence completion for target students
- C5 Increase successful course completion for target students
- C6 Increase ESL sequence completion for target students

Degree and Certificate Completion

- D1 Increase degree and certificate completion for target students

Transfer

- E1 Increase transfer rates for target student

Activities/Interventions

The activities associated with the Student Equity Plan were developed both from existing campus interventions, our collective experiences with interventions through the Basic Skills Plan, along with new insights developed through campus dialogue. Here we present the overarching, or 'crosscutting' strategies that are incorporated into each activity, then list each associated activity with a brief description. Many of these activities address multiple indicators, but we have attempted here to sort them accordingly.

Crosscutting Strategies

All of the activities incorporate what have emerged as effective strategies for increasing success and retention for at-risk students. The following four strategies can be found at work within each of our Student Equity related activities:

- **Proactive (Intrusive) support and case management**. This includes the work of various retention specialists who collaborate with faculty and campus resources to ensure students experience a sense of "authentic care" from a representative of the institution and are effectively connected to available resources. As will be shown below, we have several designated 'retention specialists' who work with faculty and program staff to follow up with students and connect them to resources.
- **Curricular and Pedagogical Innovation**: This includes efforts to incorporate more research-based effective practices into classrooms across. It also includes efforts at redesigning remedial pathways through Math, English and ESL acceleration.
- **Direct support and financial literacy**. Our Sparkpoint Center offers financial literacy training and partners with United Way to deliver direct assistance. We have also created a book-loan program through the library, and plan to disperse bookstore, transportation and food vouchers to specific student populations experiencing disproportionate impact.
- **Intentional Programming for underserved groups.** Efforts such as Puente, DREAMers, Blacademia, and the Men of Color Initiative represent efforts where underrepresented minorities can intentionally build communities on campus. While we aim to make the entire campus a safe space for all students, having intentional communities can help students feel represented and empowered. These also offer a means to generate knowledge of effective practices that can be spread to other classrooms and throughout the campus.

Initiatives to support disproportionately impacted students include:

Access

The following activities relate to our ability to reach our goals A1 and A2 related to improving access and the placement level of incoming students.

ACADEMIC SUPPORT through Word, Math, and Physics Jams as well as COLTS Academies providing entry-level support for all students. These bridge programs are heavily publicized to high schools and offer an attractive, student-friendly public face for the campus.

- **Math Jam** The award winning STEM Center Math Jam Program offers the opportunity for Cañada College students to improve their Placement Test results in Mathematics or prepare for math courses that they will be taking. The goal of Math Jam is to help students complete their Associates Degree and/or transfer requirements for a 4-year college/university in less time than previously possible. There are three Math Jam opportunities each year, all held during the intersession period that falls between semesters. Summer Math Jams are held in June and August and Winter Math Jam in January. Students can participate in either the Daytime or Evening Math Jams.

> "THE ONE TIME WE OFFERED AN EVENING SESSION OF WORD JAM WE HAD ALMOST AS MANY STUDENTS AS THE DAY SESSION. AN EVENING SESSION IS ESSENTIAL FOR THE ESL DEPARTMENT STUDENTS."

- **Word Jam** is a free, one week, non-credit program for current and in-coming Cañada College students in all levels of English, Reading, and ESL. Students in Word Jam work with Cañada College faculty to practice college-level reading and writing strategies, practice English, learn the expectations of their specific English, Reading, or ESL courses, and become familiar with campus resources. Past students in Word Jam have even boosted their Cañada College English Placement Test scores!

- **COLTS (Community of Leadership and Transfer Success) Academy 1 is a free 4-**day program for first-year incoming students starting at 9 a.m. and ending at 3 p.m. every day. The Academy provides students the opportunity to: Connect – meet fellow Cañada students, faculty, and staff, Lead – learn about leadership opportunities on campus, as well as how to be leaders in their educational journey, and Succeed – walk away with a Transfer Success Portfolio equipped with tools and resources for college success. The Academy features fun and interactive workshops, a powerful mix of peer leaders who will be the students' mentors-for-the-day, free academic resources, and an amazing opportunity for students to get a head start on their academic career at Cañada.

SPARK POINT is part of a regional United Way of the Bay Area network of financial education centers designed to serve individuals and families who are working to achieve financial self-sufficiency modeled on the Annie E. Casey Foundation's "Centers for Working Families ," Students and other members of the community utilize SparkPoint services and resources to achieve financial self-sufficiency. SparkPoint is a physical location on the campus as well as a network of services accessed throughout the campus. SparkPoint

serves students and other San Mateo County residents with an enhanced network of partnerships. Services and resources are bundled and sequenced to improve outcomes.

DREAMERS Task Force addresses issues related to immigrant students, with a large percentage of Hispanic students, by educating and training faculty, staff, and students, conducting outreach and raising awareness among campus and community members through printed materials, special events, and workshops. The Task Force is also responsible for acquiring and disseminating accurate information about policy updates and public and community events.

Course Completion (Retention) and Math, English Basic Skills and ESL Sequence Completion

ACES INQUIRY PROJECTS is a college-wide professional learning system for faculty, staff, and administrators to inquire into key equity issues and though a data-informed process, in collaboration with the office of Planning, Research, and Institutional Effectiveness, create assessable plans to support all students including Black and Hispanic as well as other student groups facing higher rates of disproportionate impact.

> "This really helped me think it through on a deeper level and forced me to step outside of the box and into the perspective of our students and our college community."
> (Staff and Faculty Participants in Inquiry Process".

PUENTE program reaches out to all students, including a large percentage of Hispanic students, who take pre-transfer and Career classes in the fall semester. They then take College-level English and another Career classes in the spring semester. During both semesters, Puente students take part in events, such as trips to university campuses, and also receive mentoring from local professionals. Puente students work closely with their Puente counselor until they transfer to a four-year university.

BLACADEMIA at Cañada College consists of a group of educators working to improve the academic success of Black students. The BLACADEMIA group addresses issues of concern related to Black students by educating and training faculty, staff, and students, conducting outreach and raising awareness among campus and community members through printed materials, special events, and workshops. The group is also responsible for acquiring and disseminating accurate information about policy updates and public and community events.

LEARNING COMMUNITIES like ESL 400 and Library 100, ESL and ECE, and Puente create communities of learning that support success of students with Basic Skills needs.

COORDINATED INTRUSIVE WRAP-AROUND SUPPORT by counselors, embedded tutors, and retention specialists is provided in ESL, and Pre-transfer Math and English, and other disciplines where Hispanic and Black students face disproportionate impact. (See figure 4)

EMBEDDED TUTORING is a program designed to provide dedicated support for students and faculty in below transfer level and transfer level courses. An embedded tutor attends class sessions in order to provide course specific academic assistance in or out of the classroom.

"THE PROCESS OF WORKING ON THIS PROJECT HELPED US GROW PROFESSIONALLY BY ALLOWING US TO EXPLORE ALL THE ELEMENTS THAT GO INTO CREATING A SUCCESSFUL WRITING CENTER, BY FORCING US TO ARTICULATE PEDAGOGICAL PRINCIPLES THAT WE HAVE TENDED TO TAKE FOR GRANTED AND CORROBORATE THEIR USEFULNESS WITH EXPERTS IN THE FIELD; BY PROVIDING US WITH OPPORTUNITIES TO COLLABORATE WITH FACULTY IN RELATED AND COMPLETELY DISPARATE DISCIPLINES; AND BY HELPING US TO BUILD RELATIONSHIPS WITH STUDENTS AND STAFF. "

ENGLISH FACULTY MEMBER

WRITING CENTER The Cañada College Writing Center supports, motivates and educates students of all abilities and educational backgrounds who want to improve their writing skills, assignments and projects. In addition to open space available for writing, The Writing Center will provide opportunities to enhance writing abilities through Writing Coaching, Writing Workshops, Writing Series Activities and Faculty Participation. Services that will be provided to students will include: Writing support across curriculum, writing support with course writing projects, de-mystifying the course syllabus, scholarship and college-admissions applications and writing prompts, information and support with the writing process, Thesis development, Writing mechanics information (brainstorming, idea development, citing, using sources). For Faculty, the following will be made available: workshops that can be presented to your classes, space to engage in conversations about different aspects of writing pedagogy, writing seminars and information sharing, welcome and open space to hold office hours/meet with students

TEXTBOOK LEARNERS COLLECTION (TLC) In order to alleviate financial obstacles for our ESL, Basic Skills, distance education, and other underserved students the Library will create a semester-long textbook and calculator reserve collection called the Textbook Learners Collections (TLC). In order to increase tutor effectiveness and student access, the Learning Center will have a collection of 2-hour check-outs of the same textbooks and calculators, as well as participating in the TLC program. Furthermore, to help bridge the technology gap, both the Library and Learning Center will loan tablets and Google Chromebooks to students. By providing Basic Skills, ESL, pre-transfer Math, and other underserved students with free long-term check-outs for textbooks, calculators, computers, and tablets, we expect to increase these students' retention and success rates. Textbooks can often be a hard

financial burden and lack of access to a monitor and keyboard set-up at home can have a negative impact on students' ability to access and complete assignments. This collection will elevate that financial burden while giving students more access to technology and make Cañada an even more desirable location for low-income, struggling, or otherwise underserved students.

VETERANS RESOURCE AND OPPORTUNITY CENTER (VROC) is committed to the task of supporting veteran needs while in attendance at Cañada College and beyond. VROCs' vision is to provide veterans, of all eras, returning to school with personalized service and encouragement through connection with admissions & records/counseling services/financial-aid, fellow veterans, and veteran related agencies and organizations.

FOSTER YOUTH SUPPORT SERVICES will provide book and transportation vouchers along with increased outreach and retention services.

Degree and Certificate Completion

Key initiatives to support target students in degree and certificate completion include coordinated efforts in programs like Puente and College for Working Adults. In addition, in collaboration with Office of Planning, Research & Institutional Effectiveness, (PRIE), each intervention is studied to identify the level of effectiveness and adjusted accordingly.

Transfer

Key initiatives to support target students in Transfer include coordinated efforts in programs College for Working Adults. In addition, in collaboration with Office of Planning, Research & Institutional Effectiveness, (PRIE), each intervention is studied to identify the level of effectiveness and adjusted accordingly.

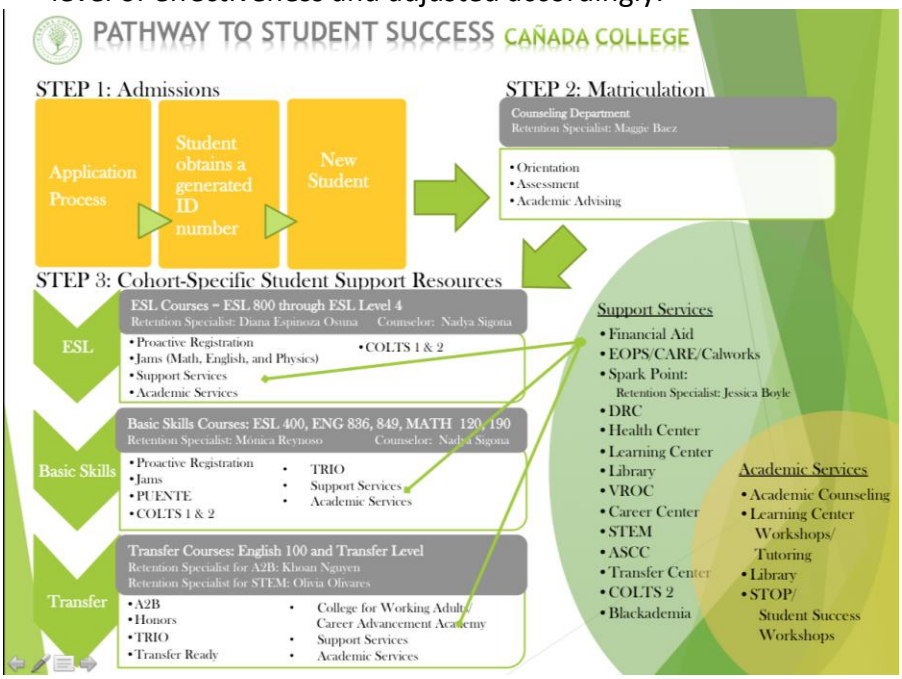

Figure 4Coordinated retention and support

Community Collaborations

ADULT-EDUCATION COLLEGE and CAREER EDUCATIONAL LEADERSHIP (ACCEL): Cañada College is integral to the work of Adult-Education College and Career Educational Leadership (ACCEL), which is the planning body for San Mateo County responsible for carrying out the charge and opportunity of AB 86. ACCEL is collaboratively rethinking and redesigning Adult Education to accelerate student success. We are a coalition of adult schools, community colleges and partners throughout the region. Our mission is to support adult education students' transition to college, workplace success, and community contributions.

The California Legislature passed the AB 86 Adult Education Consortium Planning program to develop a seamless system of transitions between Adult Schools and Community Colleges. ACCEL's goal is to create collaborative relationships, systems and strategies to achieve sustainable results as community needs change. Our collaboration includes:

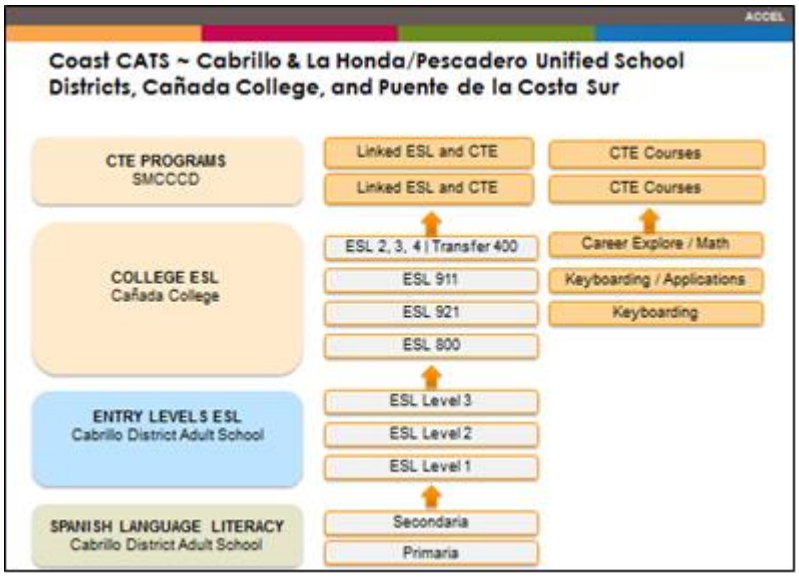

Figure 5 Diagram of Collaborative Action Teams (CATs)

- A countywide Steering Committee developing integrated regional strategies
- Collaborative Action Teams (CATs) creating targeted initiatives to meet sub-regional needs
- Partnerships with community organizations, public agencies, employers, labor and philanthropy to expand options for adult learner

The administration, faculty, and staff at Cañada College are working in collaboration, across multiple disciplines, to build pathways towards the enhancement and success of Adult Education. The two areas that Cañada College is addressing are La Costa Adult School and collaborations with Sequoia Adult School and Job Train.

La Costa Adult School

Adult learners on the South San Mateo County Coast do not have access to adult education to improve language, math, technology, and career skills. To address this situation, Cabrillo & La Honda/Pescadero Unified School Districts, Cañada College, and Puente de la Costa Sur have collaborated to create La Costa Adult School. La Costa Adult

School is comprised of two sites: one in Half Moon Bay and one in Pescadero. Spring 2016 offerings in Half Moon Bay will be Literacy to High Beginning ESL, ABE/HiSET Preparation, Career Ready 101, computer literacy instruction and tutoring. Offerings in Pescadero in collaboration with Puente de la Costa Sur in spring 2016 will be Spanish Literacy, Literacy to High Beginning ESL, GED/HiSET Preparation, Driver's Education, computer literacy and tutoring.

Sequoia Adult School, JobTrain, and Cañada College Collaboration
With the defunding of the R.O.P. ECE program offered by the San Mateo County Office of Education, Cañada College is proposing to offer a fast track program providing the entire Cañada ECE certificate in a two semester sequence. This program will be offered at the Menlo Park Center (Job Train) and will mirror the defunded program in terms of length and times but will offer all eight ECE classes for credit in the certificate.

Student Equity Funding and Other Resources
Contact Person/Student Equity Coordinator

Student Equity Funding and Other Resources

The funding for activities related to student Equity is coordinated and combined with our college's Basic Skills Initiative, SSSP, and our HIS Title V grant. We say that the funds are "braided" to help ensure the full-funding, coordination and stability of these activities. The crosswalk on the following page shows the integration of the various goals and activities related to student Equity.

Crosswalk of Initiatives to support Basic Skills and Equity				
	Equity Outcomes	***Basic Skills Outcomes***	***HSI, Title V grant outcomes***	***Interventions***
START STRONG	A.1 The percentage of Hispanic and African American students enrolling in Cañada College *will continue to* be 40% and higher and 3% and higher respectively. A.2., The number of students who have completed new student orientation, assessment and counseling will be monitored and analyzed. C.3 Increase the percentage of Hispanic and African American students being placed in higher levels of Math and English courses.	The percentage of incoming students with basic skills needs taking the placement test and succeeding in their course in which they enroll will increase by 2% on a yearly basis	Increase the percentage of entering students that participate in and benefit from academic preparation programs Improve existing expanded academic preparation program	• Math, Word, Physics Jams • COLTs Academies • CWA
STAY STRONG	B.1 By 2014-2015, 75% faculty, staff, and tutors for courses two-level below transfer in Math, English, and ESL will receive intensive and on-going professional development to successfully support students experiencing Disproportionate Impact B.2: 1. The number of students who have been contacted through the early alert program and Basic Skills Counselors will be monitored and analyzed. 2. The number of students who have completed a comprehensive educational plan will be monitored and analyzed. C.1: By 2014-2015, success rates of students in courses two levels below transfer will increase by 2%, thereby decreasing the disproportionate impact rates.	The percentage of students enrolled in basic skills/ESL courses with Student Educational Plans will increase by 2% on a yearly basis The successful progression rate of students from basic skills classes two levels below transfer will increase by 2% on a yearly basis	Increase participation in academic support services (targeting developmentally placed students) Improve, expand, and combine existing academic support services and "boutique" programs	• Professional Development • Retention Efforts • ESL Retention (PL) • Tutoring/Mentoring • Writing Center • Sparkpoint Initiative • LD Counselor • Direct Support for Target Groups • - Book Loan Program • - Book Voucher Program • - Transportation Vouchers • Dreamers • Puente • Blacademia • CWA • Coordination • ESL Coordination • Evaluation • Research
FINISH STRONG	D.3 Increased certificates and degrees numbers or rate for all groups. E. 3 Increased transfer numbers or rate for all groups.		Develop and implement transfer preparation program Increase the transfer rates to 4-year colleges	• Transfer Academy • CWA • GE Pathways

Overview of Equity Plan

	Students groups	Goals/success indicators	Activities	Funding Sources	Responsible party
Access	Asian American Indian/Alaskan Native Veteran Over 40 years old.	A1 Increase enrollment for target students A2 Increase average placement level for students in target populations in ESL, Math and English from current levels	1. College for Working Adults 2. Word/Math Jam 3. ESL Coordination/retention 4. Dreamers/Vet Ret/FY Outreach/SpkPT 5. LD Assessment/Counseling	1. Equity & college 2. Equity, BS, & HSI 3. Equity, college, & grant 4. Equity & SSSP 5. Equity & college	1. CWA Coordinators 2. Dir Learning Center 3. ACES Coordinator 4. ESL Coordinator 5. Dir Sparkpoint/EOPS 6. Director LD
Course Completion	African American American Indian/Alaskan Native Hispanic Low Income Veteran Foster Youth Probation and Dismissal	B1 Increase successful course completion for target students B2 Increase basic skills sequence completion for target students B3 Increase number of classified, faculty, and administrators participating in inquiry-based professional learning	1. BS Retention 2. Equity Coordination 3. Blacademia 4. Puente 5. Dreamers/Vet Ret/FY Outreach/SpkPT 6. Students Transition out of Probation (STOP) 7. ACES Inquiry (PD) 8. Research	1. Equity 2. Equity 3. Equity & college 4. Equity & SSSP 5. Equity & SSSP 6. Equity 7. Equity & college	1. Dir Learning Center 2. ACES Coordinators 3. Puente Coordinator 4. Dir Sparkpoint/EOPS 5. Dir Learning Center 6. ACES Coordinators 7. Dean PRIE
English Completion	African America Hispanic Pacific Islander Male 20-24, 30-39, 40-49 year olds Probation and Dismissal	C1 Increase successful English course completion for target students C2 Increase basic skills English and Reading sequence completion for target students	1. Puente 2. BS Retention 3. Writing Center 4. WordJam 5. Supplemental Instruction/Embedded Tutoring	1. Equity & college 2. Equity 3. Equity 4. Equity, BS, & HSI 5. Equity, BS, & HSI	1. Puente Coordinator 2. Dir Learning Center & Coordinator English Dept.
Math Completion	African American Filipino Pacific Islander Unknown Ethnicity Not recorded Gender 50-59 years old Probation and Dismissal	C3 Increase successful Math course completion for target students C4 Increase basic skills Math sequence completion for target students	1. BS Retention 2. Math Jam 3. Supplemental Instruction/Embedded Tutoring	1. Equity 2. Equity, BS, & HSI 3. Equity, BS, & HSI	Dir Learning Center & Math faculty
ESL Completion	Asian Male Younger than 20 40-49 year olds Not low income	C5 Increase successful ESL course completion for target students C6 Increase ESL sequence completion for target students	1. ESL Retention 2. Word Jam 3. Supplemental Instruction/Embedded Tutoring	1. Equity, college, & grant 2. Equity, BS, & HSI 3. Equity, BS, & HSI	Dir Learning Center & Coordinator ESL
Degree or Certificate	African American Multiple Races Pacific Islander Male Younger than 20 Veteran Probation and Dismissal	D1 Increase degree and certificate completion for target students	1. College for Working Adults 2. Dreamers/Vet Ret/FY Outreach/SpkPT 3. Students Transition out of Probation (STOP)	1. Equity & college 2. Equity, BS, & HSI 3. Equity, college, & grant 4. Equity & SSSP	1. CWA Coordinators 2. Dir Learning Center 3. ACES Coordinator 4. ESL Coordinator 5. Dir Sparkpoint/EOPS
Transfer	Hispanic Younger than 20 Low Income Veterans Foster Youth Probation and Dismissal	E1 Increase transfer rates for target students	1. College for Working Adults 2. Dreamers/Vet Ret/FY Outreach/SpkPT 3. Students Transition out of Probation (STOP) 4. Equity Coordination	1. Equity & college 2. Equity & SSSP 3. Equity & SSSP	1. CWA Coordinators 2. Dir Sparkpoint/EOPS 3. Dir Learning Center

Planning Committee and Collaboration

The Academic Committee for Equity & Success (ACES) Committee, the Student Equity Planning Committee, continues to work in collaboration with academic senate, academic faculty and staff, student services representatives, students, and appropriate community members to build an Equity plan that complements the college's mission, the Educational Master Plan, the Strategic Plan, The SSSP Plan, and the Basic Skills Plan.

This committee includes administrators, faculty, staff, researchers, students and others involved with other institution-wide planning and evaluation. It also includes representation from individuals involved in the following areas of student support:

- Disability Resource Center (DRC)
- Extended Opportunity Programs and Services (EOPS) / CARE/ CalWORKs/ Former Foster Youth Program
- Math, Engineering, Science Achievement (MESA) Program
- Puente Initiative
- Spark Point Initiative
- Cañada Middle College High School
- Student Success and Support Program (SSSP)
- Veterans Resource and Opportunity Center (VROC)
- Student Financial Aid
- Basic Skills Initiative (BSI)

The Planning Progress

Logic Models have been foundational in the planning process. Beginning with the professional learning to interventions to the disproportionate impact. Beginning with identifying the problem based on the institutional data and then different levels of outcomes and then focusing on outputs and inputs, relating them to qualitative and quantitative data after each intervention.

reduce

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
		Student representatives
Doniella Maher	Professor	Basic Skills English Faculty
Elizabeth Terzakis	Professor	Basic Skills Reading Faculty
Michael Hoffman	Professor	Basic Skills Math Faculty
Hyla Lacefield	Professor	CTE / Workforce Development Faculty Representative
Jeanne Gross	Professor	ESL Faculty
Valeria Estrada	Professor	Library Faculty
Trish Guevarra	PSC	TRIO representative
Lorraine Barrales-Ramirez	Professor/Counselor	EOPS/CARE/CalWORKS/FFYSI
Diva Ward	Director	Learning Support Center
Daryan Chan	Professor/Counselor	Counseling Faculty
		2 Non-Basic Skills Faculty
David Johnson	Dean, HSS	Instruction Administrative Representative
Kim Lopez	VPSS (Interim)	Student Services Administrative
Monica Reynoso	Ret Specialist	Student Services Representative/Retention Specialist
Matt Lee	Div Assistant	Classified Representative
Chialin Hsieh	Dean, PRIE	Dean of Planning, Research, Student Success
Jenna French		Disabilities Resource Center
		Financial Literacy
Trish Guevara	PSC	Veterans
Mayra Arellano	College recruiter	Outreach coordinator
		Non-Basic Skills STEM Faculty
Lionel DeMaine	Director	Sequoia Adult School

Access

Cañada College is one of only three federally-designated Hispanic Serving Institutions in the San Francisco Bay Area. The primary service area for the college is the southern portion of San Mateo County, Redwood City, East Palo Alto, Menlo Park, San Carlos, Atherton, Portola Valley, La Honda, Woodside, Half Moon Bay, and Pescadero.

A large number of Cañada College students come from the East Palo Alto and North Fair Oaks communities. In East Palo Alto, 52% of adults over 25 do not have a high school diploma and only 10% have a bachelor's degree or higher. In North Fair Oaks, 47% of adults do not have a high school diploma. Given these statistics, as taken from Citydata.com in 2012, it is easy to see why so many Cañada students are first-generation college students.

The College data indicates that Asian, Veteran and over 40 year old students are disproportionately impacted and require support to access. To reduce the disproportionate impact for these student groups, the college is promoting the following initiatives: College for Working Adults, stronger support services for veterans, and investigation into applying for an Asian American and Native American Pacific Islander-Serving Institutions Program grant. In addition, a Dreamer Center will be created to support students transitioning from High Schools as well as Adult Schools.

College for Working Adults (CWA) is an evening and weekend degree program designed to improve access, retention, degree completion, and transfer for adult re-entry students. The CWA provides a clearly defined pathway that allows students to earn up to three Associate degrees in three years while working full time. The program delivers wraparound support services, including a designated counselor, predetermined curriculum, program orientation, peer mentoring, tutoring, and guaranteed enrollment in CWA courses.

Dreamer Center: In collaboration with EOPS and SparkPoint the college will be creating a Dreamer Center to support students from High Schools and Sequoia Adult School and the newly created La Costa Adult School. These efforts are coordinated with the college support for AB86: Adult-Education College and Career Educational Leadership (ACCEL): Achieving the promise of AB 86 in San Mateo County.

Veterans Resource and Opportunity Center (VROC): To improve access to our institution, Cañada College needs to reach out to veterans. In addition, the campus needs increased awareness and sensitivity of veterans needs on campus. Broad-based activities such as Veterans Week Celebration need to be expanded. More structured counseling and support staff in the Veteran's Center is needed to assist with these events and to assist veterans in transitioning to the college life. Staff will work with Veterans on Educational Plans, provide

information about Financial Aid and other resources to which Veterans are entitled. Initiatives to support Veterans in the classroom will be identified, such as designated tutors and mentors for Veterans, cohort models where possible, and supplemental instruction.

By having more events that honor returning Veterans and more veteran specific supports available, we expect to see an increase in the number of Veterans attending Cañada College.

Campus Based Research: Access

Table A1: Access by race/ethnicity

	San Mateo County Residents			Cañada College Students Residing in San Mateo County		
	Count	Percent		Count	Percent	P index
Total 15 years and older	621,538			6,288		
African American	16,128	2.6%		214	3.4%	**1.31**
American Indian/ Alaska Native	1,004	0.2%		11	0.2%	**0.87**
Asian	173,024	27.0%		806	12.8%	**0.47**
Hispanic	144,478	23.3%		2,523	40.1%	**1.72**
Multi races	15,159	2.4%		812	12.9%	**5.38**
Pacific Islander	8,374	1.4%		116	1.8%	**1.32**
White	263,371	43.2%		1,624	25.8%	**0.60**
Other	N/A	N/A		N/A	0.0%	--
Unknown	N/A	N/A		182	2.9%	--

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2014 (CC-EST2014-ALLDATA-06); SMCCCD Student Database (2014/15).

Table A2: Access by Gender

	San Mateo County Residents			Cañada College Students Residing in San Mateo County		
	Count	Percent		Count	Percent	P index
Total 15 years and older	621,538			6,288		
Male	303,395	48.8%		2,374	37.8%	**0.77**
Female	318,143	51.2%		3,759	59.8%	**1.17**
Unrecorded	N/A	N/A		155	2.5%	--

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2014 (CC-EST2014-ALLDATA-06); SMCCCD Student Database (2014/15).

Table A3: Access by Age

	San Mateo County Residents		Cañada College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	621,538		6,288		
15 to 19 years	40,761	6.6%	1,225	19.5%	**2.97**
20 to 24 years	42,536	6.8%	1,996	31.7%	**4.64**
25 to 29 years	50,688	8.2%	957	15.2%	**1.87**
30 to 39 years	111,305	17.9%	1,027	16.3%	**0.91**
40 to 49 years	110,691	17.8%	567	9.0%	**0.51**
50 to 59 years	109,184	17.6%	360	5.7%	**0.33**
60 years or older	156,373	25.2%	156	2.5%	**0.10**

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2014 (CC-EST2012-ALLDATA-[ST[FIPS]); SMCCCD Student Database (2014/15).

Table A4: Access by Disability Status

	San Mateo County Residents			Cañada College Students Residing in San Mateo County			
	Total	With a disabilit	Percent with a disability	Total	With a disability	Percent with a disability	P index
Persons 18 to 64 years	466,598	23,882	5.1%	5,823	355	6.1%	**1.19**
Persons 65 years and over	97,809	28,689	29.3%	80	6	7.5%	**0.26**

Sources: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table S1810: Disability Characteristics; SMCCCD Student Database (2014/15).

Table A5: Access by Income Level

	San Mateo County Low Income Residents			Cañada College Low Income Students Residing in San Mateo County			
	Total	Count	Percent	Total	Count	Percent	P index
Persons 18 to 64 years	461,331	59,156	12.8%	5,823	2,265	38.9%	**3.03**
Persons 65 years and over	94,802	13,306	14.0%	80	6	7.5%	**0.53**

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Sources: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table B17024: Age by Ratio of Income to Poverty. Low income is defined as having less than 1.5 ratio of income to poverty; SMCCCD Student Database, Financial Aid Awards 2014/15.

Table A6: Access by Veterans Status

	San Mateo County Veterans Status			Cañada College Veteran Students Residing in San Mateo County			
	Total (18 years and over)	Count	Percent	Total	Count	Percent	P index
Veterans (2009-2013)	568,801	32,332	5.7%	6,288	92	1.5%	**0.26**

Sources: U.S. Census Bureau (http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF); SMCCCD Student Database (2014/15).

Table A7: Access by Foster Youth Status								
	San Mateo County Foster Youth				Cañada College Foster Youth Students Residing in San Mateo County			
	Total	Count	Percent		Total	Count	Percent	P index
Foster Youth	44,937	130	0.3%		6,288	48	0.8%	**2.64**
Lucille Packard Foundation for Children's Health, kidsdata.org; State of California Department of Finance, Report P-3: State and County Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060; SMCCCD Student Database (2014/15).								
Foster Youth status at Cañada College includes students receiving a Chafee Grant or reported as foster youth to MIS.								
Care should be taken when interpreting results with subgroups of less than 10.								

Goals, Activities, Funding, and Evaluation: Access

Goals

A. 1 Increase enrollment for target students.

A. 2 Increase average placement level for students in target populations in ESL, Math and English from current levels

Target Population(s)	Current P index, year	Goal	Goal Year
Asian	***P=0.47, 2014***	***P=0.8***	***2020***
White	***P=0.6, 2014***	***P=0.8***	***2020***
Veteran	***P=0.26, 2014***	***P>0.5***	***2020***
Over 40 years old.	***P<0.52, 2014***	***P>0.6***	***2020***

Activities

	students groups	Goals/success indicators	Activities	Funding Sources	Responsible party
Access	Asian White Veteran Over 40 years old.	A1 Increase enrollment for target students A2 Increase average placement level for students in target populations in ESL, Math and English from current levels	1. College for Working Adults 2. Word/Math Jam 3. ESL Coordination/retention 4. Dreamers/Vet Ret/FY Outreach/SpkPT 5. LD Assessment/Counseling	1. Equity & college 2. Equity, BS, & HSI 3. Equity, college, & grant 4. Equity & SSSP 5. Equity & college	1. CWA Coordinators 2. Dir Learning Center 3. ACES Coordinator 4. ESL Coordinator 5. Dir Sparkpoint/EOPS 6. Director LD

A.1 Targeted Outreach to Underrepresented groups

- ***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
X	Research and Evaluation	X	Professional Development		

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

ID	Target Group	# of Students Affected
A.1 and A.2	Asian	806
	White	2523
	Veteran	92
	Over 40 years old.	1083

	# of Hours	Activity ID	Outreach	Student Services & Categorics	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
ESL Coordinator	**216.66**	**A1**	$ -	$ -	$ -	$ 20,402	$ -	$ -	$ -	$ -	20,402
LD Counselor	**216.66**	**A1**	$ -	$ 17,021	$ -	$ -	$ -	$ -	$ -	$ -	17,021
Word Jam Tutors	**800.00**	**A1**	$ -	$ -	$ -	$ -	$ -	$ -	$ 8,000	$ -	8,000
Math Jam Tutors	**1,480.00**	**A1**	$ -	$ -	$ -	$ -	$ -	$ -	$ 14,800	$ -	14,800
ESL Coordinator		**A1**	$ -	$ -	$ -	$ 6,625	$ -	$ -	$ -	$ -	6,625
LD Counselor		**A1**	$ -	$ 5,673	$ -	$ -	$ -	$ -	$ -	$ -	5,673
Word Jam Tutors		**A1**	$ -	$ -	$ -	$ -	$ -	$ -	$ 80	$ -	80
Math Jam Tutors		**A1**	$ -	$ -	$ -	$ -	$ -	$ -	$ 148	$ -	148
LD Supplies		**A1**	$ -	$ 1,000	$ -	$ -	$ -	$ -	$ -	$ -	1,000
Contract Services for Food for		**A1**	$ -	$ -	$ -	$ -	$ -	$ -	$ 4,535	$ -	4,535
											78,284

	# of Hours	Activity ID	Outreach	Student Services & Categorics	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Veteran, Dreamer, FY Retention, Spark and Outreach	**600.00**	**A2**	$ 4,516	$ -	$ -	$ -	$ -	$ -	$ -	$ 9,032	13,548
Veteran, Dreamer, FY Retentic		**A2**	$ 490	$ -	$ -	$ -	$ -	$ -	$ -	$ 979	1,469
Veteran, Dreamer, FY Retentic		**A2**	$ 500	$ -	$ -	$ -	$ -	$ -	$ -	$ 500	1,000
											16,017

Activity Implementation Plan

The college recruiter will work with ESL, English, and Math program coordinators to ensure students enroll in Word/Math Jam. In addition, the College for Working Adults coordinator and retention specialist will collaborate with the college recruiter to ensure the target students participate in this program that supports older students and ensures retention, success, and degrees for this and other disproportionately impacted students at a much higher rate.

In addition the Veteran Center coordinator will work closely with the SparkPoint coordinator to ensure all veterans receive relevant academic, psychological, and financial support in a timely manner.

- ***Link to Goal***

In collaboration with recruiters, student ambassadors, LD counselors, and the Spark point and Dreamer Centers, enrollment for target students will increase. In addition, to improve the average placement of target groups, Learning Center staff and Math, English, and ESL faculty will be working to support students academically though Math Jam and Word Jam. In addition, coordinators and retention specialists in ESL and College for Working Adults will ensure students and registered in a timely manner in the appropriate classes.

- ***Evaluation***

Each semester quantitative and qualitative data will be gathered to identify the impact of these practices. Faculty and staff participating in these interventions have been receiving training on surveys, inquiry session, focus groups, Data dashboard to gather and analyze all data to identify longitudinal impact on students participating in these interventions.

Course Completion

The following students are disproportionately impacted in retention and course completion: African American, American Indian/Alaskan Native, Hispanic, Low Income, Veteran, Foster Youth and Probation and Dismissal.

Cañada College has already begun addressing the level of support needed for these student groups through a variety of programs, with a focus on professional development to ensure these programs are scaled up and become institutionalize. These programs include:

Coordinated Retention Support by hiring a retention specialist to support students one and two levels below transfer. Through the Communities of Practice structures, retentions specialists across campus collaborate to ensure their efforts and planned, data is compiled, and adjustments made based on the assessment of their efforts.

Puente Program: As part of the program, Puente students take English 847 and CRER 137 in the fall semester. They then take English 100 and CRER 110 in the spring semester. During both semesters, Puente students take part in events, such as trips to university campuses, and also receive mentoring from local professionals. Puente students work closely with their Puente counselor until they transfer to a four-year college or university. - See more at: http://canadacollege.edu/puente/index.php#sthash.zWZAm134.dpuf

Blacademia, which consists of a dedicated group of educators working to improve the academic success of Black students. The BLACADEMIA group addresses issues of concern related to Black students by educating and training faculty, staff, and students, conducting outreach and raising awareness among campus and community members through printed materials, special events, and workshops.

Professional Learning through inquiry projects and around research-based strategies to support men of color. These include Courageous Conversations through the Pacific Education Group (http://www.pacificeducationalgroup.com/public/pages/home), and Beyond Diversity, which is a powerful, personally transforming two-day seminar designed to help teachers, students, parents, and administrators understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities. In addition, the college has been promoting on-line trainings for Teaching Community College Men of Color through http://coralearning.org/team/tcmoc/

Campus Based Research: Course Completion

Table B1: Course completion by population group

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion (duplicated)		80% Index (Reference= Max)	Percentage Point Gap
				Count	Rate		
Ethnicity	African American	365	1,325	693	52.3%	72%	-9.7%
	American Indian/Alaskan Native	22	76	39	51.3%	71%	-10.7%
	Asian	984	2,693	1,954	72.6%	100%	10.5%
	Filipino	404	996	601	60.3%	83%	-1.7%
	Hispanic	3,823	13,223	7,634	57.7%	80%	-4.3%
	Multi Races	1,386	4,888	2,956	60.5%	83%	-1.6%
	Pacific Islander	154	543	287	52.9%	73%	-9.2%
	White	2,692	8,043	5,548	69.0%	95%	6.9%
	Unknown	326	1,021	644	63.1%	87%	1.0%
	Total	**10,156**	**32,808**	**20,356**	**62.0%**	**86%**	
Gender	Female	6,143	19,983	12,728	63.7%	100.0%	1.6%
	Male	3,747	11,985	7,126	59.5%	93.3%	-2.6%
	Not recorded	266	840	502	59.8%	93.8%	-2.3%
	Total	**10,156**	**32,808**	**20,356**	**62.0%**	**97.4%**	
Age	Younger than 20	1,739	6,463	3,997	61.8%	89.8%	-0.2%
	20 - 24	3,164	11,615	7,104	61.2%	88.8%	-0.9%
	25 - 29	1,619	4,692	2,840	60.5%	87.9%	-1.5%
	30 - 39	1,760	4,938	3,069	62.2%	90.2%	0.1%
	40 - 49	946	2,744	1,765	64.3%	93.4%	2.2%
	50 - 59	637	1,667	1,119	67.1%	97.4%	5.1%
	60 and older	280	643	443	68.9%	100.0%	6.8%
	Total	**10,145**	**32,762**	**20,337**	**62.1%**	**90.1%**	
Disability Status	Identified as DSPS	279	1,369	822	60.0%	96.6%	-2.0%
	Not identified as DSPS	9,877	31,439	19,534	62.1%	100.0%	0.1%
	Total	**10,156**	**32,808**	**20,356**	**62.0%**	**99.9%**	
Economic Status	Low income student	3,247	11,730	6,921	59.0%	92.6%	-3.0%
	Not low income	6,909	21,078	13,435	63.7%	100.0%	1.7%
	Total	**10,156**	**32,808**	**20,356**	**62.0%**	**97.3%**	
Probation 1 Status	On probation 1 status	748	2,081	402	19.3%	29.7%	-42.7%
	Not on probation 1 status	10,091	30,727	19,954	64.9%	100.0%	2.9%
	Total	**10,839**	**32,808**	**20,356**	**62.0%**	**95.5%**	
Probation 2 Status	On probation 2 status	471	1,228	360	29.3%	46%	-32.7%
	Not on probation 2 status	10,368	31,580	19,996	63.3%	100.0%	1.3%
	Total	**10,839**	**32,808**	**20,356**	**62.0%**	**98.0%**	
Dismissal Status	On dismissal status	434	1,057	191	18.1%	28.5%	-44.0%
	Not on dismissal status	10,405	31,751	20,165	63.5%	100.0%	1.5%
	Total	**10,839**	**32,808**	**20,356**	**62.0%**	**97.7%**	
Veterans Status	Veteran	174	559	327	58.5%	94.2%	-3.5%
	Not a Veteran	9,982	32,249	20,029	62.1%	100.0%	0.1%
	Total	**10,156**	**32,808**	**20,356**	**62.0%**	**99.9%**	
Foster Youth Status	Foster Youth	46	190	84	44.2%	71.1%	-17.8%
	Not Foster Youth	10,110	32,618	20,272	62.1%	100.0%	0.1%
	Total	**10,156**	**32,808**	**20,356**	**62.0%**	**99.8%**	

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant or reported as foster youth to MIS.

Care should be taken when interpreting results with subgroups of less than 10.

Data updated 8/27/2015 with 2014-15 data. Fall 2014 and Spring 2015.

Goals, Activities, Funding, and Evaluation: Course Completion

Goals

B1 Increase successful course completion for target students
B2 Increase basic skills sequence completion for target students
B3 Increase number of classified, faculty, and administrators participating in inquiry-based professional learning to support student retention and completion

Target Population(s)	Current gap, year	Goal	Goal Year
African American	9.7, 2014	Gap < 3	2020
Amer Indian/ Alaskan Native	10.7, 2014	Gap < 3	2020
Hispanic	4.3, 2014	Gap < 3	2020
Pacific Islander	9.2, 2014	Gap < 3	2020
Low Income	3, 2014	Gap < 3	2020
Probation and Dismissal	40, 2014	Gap < 3	2020
Veterans	3.5, 2014	Gap < 3	2020
Foster Youth	17.8, 2014	Gap < 3	2020

Activities

	students groups	Goals/success indicators	Activities	Funding Sources LINK to Budget	Responsible party
Course Completion	African American American Indian/Alaskan Native Hispanic Low Income Veteran Foster Youth Probation and Dismissal	B1 Increase successful course completion for target students B2 Increase basic skills sequence completion for target students B3 Increase number of classified, faculty, and administrators participating in inquiry-based professional learning to support student retention and completion	1. BS Retention 2. Blacademia 3. Puente 4. Dreamers/Vet Ret/FY Outreach/SpkPT 5. Students Transition out of Probation (STOP) 6. ACES Inquiry (PD) 7. Research	1. Equity 2. Equity 3. Equity & college 4. Equity & SSSP 5. Equity & SSSP 6. Equity 7. Equity & college	1. Dir Learning Center 2. ACES Coordinators 3. Puente Coordinator 4. Dir Sparkpoint/EOPS 5. Dir Learning Center 6. ACES Coordinators 7. Dean PRIE

B.1

- ***Activity Type(s)*: Coordinated retention, counseling, and academic support through Basic Skills and ESL retention and Puente.**

	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		Professional Development		

B.2

- ***Activity Type(s)* : Professional development for student, faculty, administrators,**

	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		Professional Development		

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

ID	Target Group(s)	# of Students Affected
B.1	Hispanic Probation and dismissal Foster youth Low income	2000
B.2	African American American Indian/Alaskan Native Hispanic Low Income Veteran Foster Youth Probation and Dismissal	600
B.3	African American American Indian/Alaskan Native Hispanic Low Income Veteran Foster Youth Probation and Dismissal	3000

- ***Funding***

	# of Hours	Activity ID	Outreach	Student Services & Categorics	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Blackadamia/Men of Color Su		**B2**	$ -	$ -	$ -	$ -	$ -	$ 2,000	$ -	$ -	2,000

	# of Hours	Activity ID	Outreach	Student Services & Categorics	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
ACES Coordinator	**216.66**	**B3**	$ -	$ -	$ -	$ 16,481	$ -	$ -	$ -	$ -	16,481
ACES Inquiry	**730.00**	**B3**	$ -	$ -	$ -	$ -	$ -	$ 47,450	$ -	$ -	47,450
Research	**390.00**	**B3**	$ -	$ -	$ 19,423	$ -	$ -	$ -	$ -	$ -	19,423
ACESS Inquiry	**100.00**	**B3**	$ -	$ -	$ -	$ -	$ -	$ 2,500	$ -	$ -	2,500
ACES Coordinator		**B3**	$ -	$ -	$ -	$ 5,351	$ -	$ -	$ -	$ -	5,351
ACES Inquiry		**B3**	$ -	$ -	$ -	$ -	$ -	$ 4,902	$ -	$ -	4,902
Research		**B3**	$ -	$ -	$ 7,682	$ -	$ -	$ -	$ -	$ -	7,682
Professional Development		**B3**	$ -	$ -	$ -	$ -	$ -	$ 1,000	$ -	$ -	1,000
											104,789

- ***Activity Implementation Plan***
  - **ACES INQUIRY PROJECTS** is a college-wide professional learning system for faculty, staff, and administrators to inquire into key equity issues and though a data-informed process, in collaboration with the office of Planning, Research, and Institutional Effectiveness, create assessable plans to support all students including Black and Hispanic as well as other student groups facing higher rates of disproportionate impact.
  - **PUENTE** program reaches out to all students, including a large percentage of Hispanic students, who take pre-transfer and Career classes in the fall semester. They then take College-level English and another Career classes in the spring semester. During both semesters, Puente students take part in events, such as trips to university campuses, and also receive mentoring from local professionals. Puente students work closely with their Puente counselor until they transfer to a four-year university.
  - **BLACADEMIA** at Cañada College consists of a group of educators working to improve the academic success of Black students. The BLACADEMIA group addresses issues of concern related to Black students by educating and training faculty, staff, and students, conducting outreach and raising awareness among campus and community members through printed materials, special events, and workshops. The group is also responsible for acquiring and disseminating accurate information about policy updates and public and community events.

- **LEARNING COMMUNITIES** like ESL 400 and Library 100, ESL and ECE, and Puente create communities of learning that support success of students with Basic Skills needs.
- **COORDINATED PROACTIVE WRAP-AROUND SUPPORT** by counselors, embedded tutors, and retention specialists is provided in ESL, and Pre-transfer Math and English, and other disciplines where Hispanic and Black students face disproportionate impact.
  The Retention Specialist is responsible for establishing and maintaining relationships with the campus staff/communities and off campus organizations; as well as, support on-going student support efforts to nurture existing relationships and become informed of the needs of specific student populations within assigned cohort. Currently, Retention Specialist participates as:
    - Active Member of Academic Committee for Equity and Success
    - Member of Communities of Practice
    - Pro-Active Networking with Major Campus Resource Staff
    - Member of ACCEL Bridge Institute

  In order to inform and connect a cohort of 700 basic skills and ESL students retention services and other campus services, the Retention Specialist has implemented the following activities to keep students informed. These efforts include:
    - Monthly Newsletter-How-to-Videos
    - Classroom Visits
    - Motivation Contacts- Emails send at various times in the semester to students in cohort to remind them about seeking their Retention Specialist and to provide a thoughtful note of encouragement.
    - Case management of faculty referred students who receive early alert
    - Workshops: Extended Technology Orientation

Link to Goal

In collaboration with Basic Skills and ESL faculty, the retentions specialists, tutor coordinator, leaders in Puente and Blacademia efforts, collaborate to support target students to increase their success and retention. Each of the more promising inquiry projects and scaled up to ensure a larger number of students benefit. Some of these inquiry projects include the following areas:

- **Math 120 Inquiry:** Registration, accelerated pathways
- **ESL student success:** Surfacing powerful practices and creating a video with student testimony on lessons learned
- **Lit. Review on student Motivation:** Annotated Bibliography, presentation
- **Students Transitioning off Probation (STOP):** Intervention for students on probation

Evaluation

Each semester quantitative and qualitative data will be gathered to identify the impact of inquiry projects and the retention strategies. Faculty and staff participating in these interventions have been receiving training on surveys, inquiry session, focus groups, and Data dashboard to gather and analyze all data to identify longitudinal impact on students participating in these interventions.

District: _____ **College**: _____

Success Indicator: ESL and Basic Skills Completion

African American, Hispanic, Pacific Islanders, Males, 20-24, 30-39, 40-49 year olds, and students on Probation and Dismissal are disproportionality impacted in competing Basic Skills English courses
Student experiencing disproportionality impacted in competing Basic Skills Math courses include African Americans, Filipinos, Pacific Islanders, Unknown Ethnicity, Not recorded Gender, 50-59 years old and students on Probation and Dismissal.

And in ESL, Asian, Male, Younger than 20, 40-49 year olds, and Not low income students are experiencing disproportionate impact.

To support these student groups, the following activities have been implemented:

- **Puente** students take English 847 (pre-transfer) and CRER 137 in the fall semester. They then take English 100 and CRER 110 in the spring semester. During both semesters, Puente students take part in events, such as trips to university campuses, and also receive mentoring from local professionals. Puente students work closely with their Puente counselor until they transfer to a four-year college or university.
- **A retention specialist hired with Equity funds is providing Basic Skills Retention Support to 600 students**. This support is coordinated with other activities relevant to the target student needs including collaborations with the tutor coordinator to provide academic support through supplemental instruction and embedded tutoring.
- **A Writing Center** will be established to complement the academic support provided through Word Jam and the basic Skills English classes.
- **Academic Support** is provided through WordJam, MathJam, and Supplemental Instruction/Embedded Tutoring

Campus Based Research: 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.

Table C1: English completion by population group

		Enrolled in a one level below transfer English course (unduplicated)	Progressed to and successfully completed a transferable English course		80% Index (Reference =Max)	Percentage Point Gap
			Count	Row %		
Ethnicity	African American	33	9	27.3%	52.9%	-19.7%
	American Indian/Alaskan Native	3	1	33.3%	64.7%	-13.6%
	Asian	16	7	43.8%	84.9%	-3.2%
	Filipino	8	2	25.0%	48.5%	-21.9%
	Hispanic	272	133	48.9%	94.9%	2.0%
	Multi Races	86	40	46.5%	90.3%	-0.4%
	Pacific Islander	16	7	43.8%	84.9%	-3.2%
	White	99	51	51.5%	100.0%	4.6%
	Unknown	23	11	47.8%	92.8%	0.9%
	Total	**556**	**261**	**46.9%**	**91.1%**	
Gender	Female	305	153	50.2%	100.0%	3.1%
	Male	242	105	43.4%	86.5%	-3.7%
	Not recorded	7	3	42.9%	85.4%	-4.3%
	Total	**554**	**261**	**47.1%**	**93.9%**	
Age	Younger than 20	256	141	55.1%	100.0%	7.9%
	20 - 24	182	74	40.7%	73.8%	-6.5%
	25 - 29	44	20	45.5%	82.5%	-1.7%
	30 - 39	42	17	40.5%	73.5%	-6.7%
	40 - 49	13	5	38.5%	69.8%	-8.7%
	50 - 59	7	0	0.0%	0.0%	-47.2%
	60 and older	1	0	0.0%	0.0%	-47.2%
	Total	**545**	**257**	**47.2%**	**85.6%**	
Disability Status*	Identified as DSPS	38	19	50.0%	100.0%	2.9%
	Not identified as DSPS	448	210	46.9%	93.8%	-0.2%
	Total	**486**	**229**	**47.1%**	**94.2%**	
Economic Status	Low income student	358	167	46.6%	95.8%	-0.7%
	Not low income	191	93	48.7%	100.0%	1.3%
	Total	**549**	**260**	**47.4%**	**97.3%**	
Probation 1 Status	On probation 1 status	88	32	36.4%	73.5%	-11.0%
	Not on probation 1 status	461	228	49.5%	100.0%	2.1%
	Total	**549**	**260**	**47.4%**	**95.8%**	
Probation 2 Status	On probation 2 status	31	5	16.1%	32.8%	-31.2%
	Not on probation 2 status	518	255	49.2%	100.0%	1.9%
	Total	**549**	**260**	**47.4%**	**96.2%**	
Dismissal Status	On dismissal status	26	1	3.8%	7.8%	-43.5%
	Not on dismissal status	523	259	49.5%	100.0%	2.2%
	Total	**549**	**260**	**47.4%**	**95.6%**	
Veterans Status	Veteran	10	5	50.0%	100.0%	2.6%
	Not a Veteran	539	255	47.3%	94.6%	0.0%
	Total	**549**	**260**	**47.4%**	**94.7%**	
Foster Youth Status	Foster Youth	8	4	50.0%	100.0%	2.6%
	Not Foster Youth	487	225	46.2%	92.4%	-1.2%
	Total	**549**	**260**	**47.4%**	**94.7%**	

In 2011/12, **English 836** is used as the English course that is one level below transfer.

English courses included as transfer level are **English 100, 110, 161, 162, 164, and 165.**

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

Care should be taken when interpreting results with subgroups of less than 10.

Data from summer 2011, fall 2011 and spring 2012

* Disability data uses data from Data on Demand from the Chancellor's Office. Success is defined as "percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline.

Table C2: Math completion by population group

		Enrolled in a one level below transfer Math course (unduplicated)	Progressed to and successfully completed a transferable Math course		80% Index (Reference =Max)	Percentage Point Gap
			Count	Row %		
Ethnicity	African American	38	7	18.4%	55.3%	-10.4%
	American Indian/Alaskan Native	3	1	33.3%	100.0%	4.5%
	Asian	45	13	28.9%	86.7%	0.1%
	Filipino	24	5	20.8%	62.5%	-8.0%
	Hispanic	285	85	29.8%	89.5%	1.0%
	Multi Races	104	30	28.8%	86.5%	0.0%
	Pacific Islander	22	5	22.7%	68.2%	-6.1%
	White	270	84	31.1%	93.3%	2.3%
	Unknown	49	12	24.5%	73.5%	-4.3%
	Total	**840**	**242**	**28.8%**	**86.4%**	
Gender	Female	466	135	29.0%	97.9%	0.0%
	Male	348	103	29.6%	100.0%	0.6%
	Not recorded	18	3	16.7%	56.3%	-12.3%
	Total	**832**	**241**	**29.0%**	**97.9%**	
Age	Younger than 20	272	79	29.0%	36.3%	-0.3%
	20 - 24	302	87	28.8%	36.0%	-0.5%
	25 - 29	108	32	29.6%	37.0%	0.3%
	30 - 39	89	27	30.3%	37.9%	1.0%
	40 - 49	46	15	32.6%	40.8%	3.3%
	50 - 59	16	2	12.5%	15.6%	-16.9%
	60 and older	5	4	80.0%	100.0%	50.6%
	Total	**838**	**246**	**29.4%**	**36.7%**	
Disability Status*	Identified as DSPS	39	15	38.5%	100.0%	8.1%
	Not identified as DSPS	530	158	29.8%	77.5%	-0.6%
	Total	**569**	**173**	**30.4%**	**79.1%**	
Economic Status	Low income student	472	144	30.5%	100.0%	1.4%
	Not low income	357	97	27.2%	89.1%	-1.9%
	Total	**829**	**241**	**29.1%**	**95.3%**	
Probation 1 Status	On probation 1 status	96	16	16.7%	54.3%	-12.4%
	Not on probation 1 status	733	225	30.7%	100.0%	1.6%
	Total	**829**	**241**	**29.1%**	**94.7%**	
Probation 2 Status	On probation 2 status	35	1	2.9%	9.5%	-26.2%
	Not on probation 2 status	794	240	30.2%	100.0%	1.2%
	Total	**829**	**241**	**29.1%**	**96.2%**	
Dismissal Status	On dismissal status	38	2	5.3%	17.4%	-23.8%
	Not on dismissal status	791	239	30.2%	100.0%	1.1%
	Total	**829**	**241**	**29.1%**	**96.2%**	
Veterans Status	Veteran	24	14	58.3%	100.0%	29.2%
	Not a Veteran	807	228	28.3%	48.4%	-0.9%
	Total	**831**	**242**	**29.1%**	**49.9%**	
Foster Youth Status	Foster Youth	4	1	25.0%	54.1%	-4.1%
	Not Foster Youth	487	225	46.2%	100.0%	17.1%
	Total	**829**	**241**	**29.1%**	**62.9%**	

In 2011/12, **Math 120, 122, and 123** were used as the Math courses that are one level below transfer.

Math courses included as transfer level are **Math 125, 130, 140, 200, 222, 241, 242, 251, 252, 253, 270, 275, and 695.**

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

Care should be taken when interpreting results with subgroups of less than 10.

Data from summer 2011, fall 2011 and spring 2012

* Disability data uses data from Data on Demand from the Chancellor's Office. Success is defined as "percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline.

Table C3: ESL completion by population group

		Enrolled in a one level below transfer ESL course (unduplicated)	Progressed to and successfully completed ENGL 100		80% Index (Reference =Max)	Percentage Point Gap
			Count	Row %		
Ethnicity	African American	1	1	100.0%	100.0%	50.0%
	American Indian/Alaskan Native	0	NA	NA	NA	NA
	Asian	11	4	36.4%	36.4%	-13.6%
	Filipino	1	1	100.0%	100.0%	50.0%
	Hispanic	100	47	47.0%	47.0%	-3.0%
	Multi Races	6	3	50.0%	50.0%	0.0%
	Pacific Islander	1	0	0.0%	0.0%	-50.0%
	White	10	9	90.0%	90.0%	40.0%
	Unknown	8	4	50.0%	50.0%	0.0%
	Total	**138**	**69**	**50.0%**	**50.0%**	
Gender	Female	86	52	60.5%	100.0%	10.5%
	Male	47	14	29.8%	49.3%	-20.2%
	Not recorded	5	3	60.0%	99.2%	10.0%
	Total	**138**	**69**	**50.0%**	**82.7%**	
Age	Younger than 20	11	4	36.4%	54.5%	-13.3%
	20 - 24	21	12	57.1%	85.7%	7.5%
	25 - 29	29	16	55.2%	82.8%	5.5%
	30 - 39	39	19	48.7%	73.1%	-0.9%
	40 - 49	22	9	40.9%	61.4%	-8.7%
	50 - 59	9	6	66.7%	100.0%	17.0%
	60 and older	4	1	25.0%	37.5%	-24.6%
	Total	**135**	**67**	**49.6%**	**74.4%**	
Disability Status*	Identified as DSPS	2	0	0.0%	0.0%	-13.7%
	Not identified as DSPS	289	40	13.8%	100.0%	0.1%
	Total	**291**	**40**	**13.7%**	**99.3%**	
Economic Status	Low income student	109	56	51.4%	100.0%	1.4%
	Not low income	29	13	44.8%	87.3%	-5.2%
	Total	**138**	**69**	**50.0%**	**97.3%**	
Probation 1 Status	On probation 1 status	1	0	0.0%	0.0%	-50.0%
	Not on probation 1 status	137	69	50.4%	100.0%	0.4%
	Total	**138**	**69**	**50.0%**	**99.3%**	
Probation 2 Status	On probation 2 status	3	0	0.0%	0.0%	-50.0%
	Not on probation 2 status	135	69	51.1%	100.0%	1.1%
	Total	**138**	**69**	**50.0%**	**97.8%**	
Dismissal Status	On dismissal status	2	0	0.0%	0.0%	-50.0%
	Not on dismissal status	136	69	50.7%	100.0%	0.7%
	Total	**138**	**69**	**50.0%**	**98.6%**	
Veterans Status	Veteran	NA	NA	NA	NA	NA
	Not a Veteran	NA	NA	NA	NA	NA
	Total	**NA**	**NA**	**NA**	**NA**	**NA**
Foster Youth Status	Foster Youth	NA	NA	NA	NA	NA
	Not Foster Youth	NA	NA	NA	NA	NA
	Total	**NA**	**NA**	**NA**	**NA**	**NA**

In 2011/12, **ESL 400** is used as the ESL course that is one level below transfer.

For ESL, the transfer level course students would take is **English 100**.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

Care should be taken when interpreting results with subgroups of less than 10.

Data from summer 2011, fall 2011 and spring 2012

* Disability data uses data from Data on Demand from the Chancellor's Office. Success is defined as "percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline.

Goals, activities, funding, and evaluation: ESL and Basic Skills Course Completion Activities

	student groups	Goals/success indicators	Activities	Funding Sources	Responsible party
English Completion	African America Hispanic Pacific Islander Male 20-24, 30-39, 40-49 year olds Probation and Dismissal	C1 Increase successful English course completion for target students C2 Increase basic skills English and Reading sequence completion for target students	1. Basic Skills Retention 2. Equity Coordination 3. Blacademia 4. Puente 5. Dreamers/Vet Ret/FY Outreach/SpkPT 6. Students Transition out of Probation (STOP) 7. ACES Inquiry (PD) 8. Research	1. Equity & college 2. Equity 3. Equity 4. Equity, BS, & HSI 5. Equity, BS, & HSI	1. Puente Coordinator 2. Dir Learning Center & Coordinator English Dept.
Math Completion	African American Filipino Pacific Islander Unknown Ethnicity Not recorded Gender 50-59 years old Probation and Dismissal.	C3 Increase successful Math course completion for target students C4 Increase basic skills Math sequence completion for target students	1. BS Retention 2. Math Jam 3. Supplemental Instruction/Embedded Tutoring	1. Equity 2. Equity, BS, & HSI 3. Equity, BS, & HSI	Dir Learning Center & Math faculty
ESL Completion	Asian Male Younger than 20 40-49 year olds Not low income	C5 Increase successful ESL course completion for target students C6 Increase ESL sequence completion for target students	1. ESL Retention 2. Word Jam 3. Supplemental Instruction/Embedded Tutoring	1. Equity, college, & grant 2. Equity, BS, & HSI 3. Equity, BS, & HSI	Dir Learning Center & Coordinator ESL

- **Goals for Basic Skills *English* Completion**
  C1 Increase successful English course completion for target students
  C2 Increase basic skills English and Reading sequence completion for target students

Target Population(s)	Current gap, year	Goal	Goal Year
African American	19.7, 2014	*Gap<10*	*2020*
Amer Indian/Alaskan Native	3.2, 2014	No Gap	2020

Filipino	22, 2014	Gap<10	2020
Pacific Islander	3.2, 2014	No Gap	2020
Male	3.7, 2014	No Gap	2020
Ages 20-24	6.5, 2014	No Gap	2020
Ages 30-39	6.7, 2014	No Gap	2020
Ages 40-49	8.7, 2014	No Gap	2020
Over 50	47, 2014	Gap<10	2020
Probation 1	11, 2014	No Gap	2020
Probation 2, Dismissal	35, 2014	Gap<10	2020

- ***Activity Type(s)***

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

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

ID	Target Group(s)	# of Students Affected
C.1	*See Goals Table*	250
C.2	*See Goals Table*	400

- ***Activity Implementation Plan***

In February 2015, members of the Academic Committee for Equity & Success (ACES) committee identified a need to provide proactive registration support for students in pre-transfer English and Math classes. For a few years now, the ESL department coordinator, the Basic Skills Counselor, and the ESL Retention Specialist has been providing this level of proactive registration and counseling support to ESL student students. Based on this model, the English Department Coordinator contacted faculty teaching English classes in the day and the evening to identify their interest in participating in the project. Faculty who responded to the survey were invited to participate in the proactive registration event. In this pilot stage 144 students were served. These students were registered for classes, resolving any registration issues, and assisting them with financial aid.

The outcomes of pro-active registration are:

- Enroll Basic Skills and ESL Students in next level of classes and Jams
- Provide just-in-time support services for registrations and programs to support target student populations.

In fall 2014, 26 sections of students in CWA, ESL, and Basic skills Math and English, with a total of 400 students attended the proactive registration event. It also entailed a collaboration of the Learning Center, Library, Counseling, A&R, BTO, MESA, and other student support groups. The planning group met regularly throughout the semester to organize the logistics and plan the most effective way to set this up. Planning included considerations about class schedules, data gathering, outreach across campus, and passports for students to access all resources available.

In addition, students will be guided to receive academic support with Embedded Tutors and the use of the Writing Center.

These kind of coordinated structures to connect Puente, retention efforts, academic support services, are key to the equity plan.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1 A.2	Jan 2015-on-going	$ 94,301	SSP Title V College funds Basic Skills

- ***Link to Goal***

Providing students with just-in-time academic and student support services as they continue through the sequence of courses will ensure their success in the sequence of courses. In addition, providing professional development to faculty and staff to provide culturally responsive learning environments, students will succeed and persist.

- ***Funding***

	# of Hours	Activity ID	Outreach	Student Services & Categorics	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Puente Coordinator	216.66	C1	$ -	$ -	$ -	$ 20,402	$ -	$ -	$ -	$ -	20,402
Puente Coordinator		C1	$ -	$ -	$ -	$ 6,625	$ -	$ -	$ -	$ -	6,625
Writing Center	940.80	C1	$ -	$ -	$ -	$ -	$ -	$ -	$ 27,481	$ -	27,481
Writing Center		C1	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,633	$ -	3,633
Puente Supplies		C1	$ -	$ -	$ -	$ 1,000	$ -	$ -	$ -	$ -	1,000
											59,141

	# of Hours	Activity ID	Outreach	Student Services & Categorics	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Basic Skills Retention Specialist	1,950.00	C2 C4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 62,664	62,664
Basic Skills Retention Specialist		C2 C4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 29,289	29,289
											91,953

	# of Hours	Activity ID	Outreach	Student Services & Categorics	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Learning Center Tutors/Assistants	100.00	C1C3C5	$ -	$ -	$ -	$ -	$ -	$ -	$ 9,583	$ -	9,583
Learning Center Tutors/Assista		C1C3C5	$ -	$ -	$ -	$ -	$ -	$ -	$ 95	$ -	95
											9,678

- ***Evaluation***

Evaluation methods included Student surveys and student persistence, completion, and success data from the data dashboard.

- ***Goals for Basic Skills Math sequence completion.***
  C3 Increase successful Math course completion for target students
  C4 Increase basic skills Math sequence completion for target students

Target Population(s)	Current gap, year	Goal	Goal Year
African American	10.4, 2014	*Gap<3*	*2020*
Filipino	8, 2014	*Gap<3*	2020
Pacific Islander	6, 2014	*Gap<3*	2020
Unknown Ethnicity	4.3, 2014	*Gap<3*	2020
Over 50	17, 2014	Gap<3	2020
Probation 1	12, 2014	Gap<3	2020
Probation 2, Dismissal	25, 2014	Gap<10	2020

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
C.3	*See Goals Table*	350
C.4	*See Goals Table*	350

- ***Activity Implementation Plan***

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2 C.2 C.3 C.4 C.5	Jan 2015-on-going	$ 160,772	1. Title V 2. SSSP 3. College funds 4. Basic Skills
C.3	Jan 2015-on-going		

- ***Link to Goal***

Providing students with just-in-time academic and student support services as they continue through the sequence of courses will ensure their success in the sequence of courses. In addition, providing professional development to faculty and staff to provide culturally responsive learning environments, students will succeed and persist.

- ***Evaluation***

Evaluation methods included Student surveys and student persistence, completion, and success data from the data dashboard.

- ***Goals for ESL sequence completion.***

  C5 Increase successful ESL course completion for target students

  C6 Increase ESL sequence completion for target students

Target Population(s)	Current gap, year	Goal	Goal Year
Asian	13.6, 2014	*Gap<3*	*2020*
Male	20.2, 2014	*Gap<3*	2020
Under 20	13, 2014	*Gap<3*	2020
Ages 40-49	8.7, 2014	*Gap<3*	2020
NOT Low Income	5.2, 2014	Gap<3	2020
Probation and Dismissal	50, 2014	Gap<10	2020

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
C.5	*See Goals Table*	140
C.6	*See Goals Table*	140

- ***Activity Implementation Plan***

Students in ESL classes will be provided with coordinated academic and services support. For students studying ESL in the community, day care is provided to improve attendance and ultimately success and transition to classes on campus. In addition, provi

- ***Link to Goal***

ESL students will successfully move into academic and vocational classes at a higher rate. The ESL Department, in collaboration with the campus researcher will continue to research whether the recent changes in the ESL curriculum will improve students' transition to other academic or vocational areas.

Providing students with just-in-time academic and student support services as they continue through the sequence of courses will ensure their success in the sequence of courses. In addition, providing professional development to faculty and staff to provide culturally responsive learning environments, students will succeed and persist.

- ***Evaluation***

Evaluation methods included student surveys to analyze the high impact practices on student persistence and completion. These will be used to guide programmatic changes. An example of such appreciative inquiry is a student video identifying success factors for students who have transitioned from ESL to transfer level English classes. This video is being used by the department to motivate students to avail the academic and other resources available for ESL students.

Success Indicator: Degree and Certificate Completion

The target groups disproportionately impacted in completing degrees and certificates include African American, Multiple Races, Pacific Islanders, Males, Younger than 20, Veterans, students on Probation and Dismissal. To support these student groups and ensure their success the following interventions have been identified:

College for Working Adults (CWA) is the only program of its kind on the peninsula that makes it possible for working adults to complete multiple degrees in just three years while continuing to work full time.

Classes are held just 2 days per week on Thursday evening (5:00-10:00pm) and every other Saturday (9:00am-3:00pm). (Some students may need to complete a prerequisite math course that requires one additional evening class per week for one semester only.)

In addition to earning 3 Associate Degrees, all 60 units earned are fully transferable to the CSU and UC college systems. This program allows students to actually complete their first two years of a four year degree on the Cañada College campus.

Professional Learning through inquiry projects and around research-based strategies to support men of color. These include Courageous Conversations through the Pacific Education Group (http://www.pacificeducationalgroup.com/public/pages/home), and Beyond Diversity, which is a powerful, personally transforming two-day seminar designed to help teachers, students, parents, and administrators understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities. In addition, the college has been promoting on-line trainings for Teaching Community College Men of Color through http://coralearning.org/team/tcmoc/

Campus-based research: 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 education plan developed with a counselor/advisor.

Table D1: Degree and Certificate completion by population group

		Students with degree or certificate as their matriculation goal	Students who earned a degree and/or certificate		80% Index (Reference =Max)	Percentage Point Gap
			Count	Row %		
Ethnicity	African American	135	36	26.7%	50.4%	-14.4%
	American Indian/Alaskan Native	5	2	40.0%	75.6%	-1.1%
	Asian	85	45	52.9%	100.0%	11.8%
	Filipino	57	29	50.9%	96.1%	9.8%
	Hispanic	675	289	42.8%	80.9%	1.7%
	Multi Races	164	55	33.5%	63.3%	-7.6%
	Pacific Islander	49	13	26.5%	50.1%	-14.6%
	White	530	219	41.3%	78.1%	0.2%
	Unknown	95	50	52.6%	99.4%	11.5%
	Total	**1,795**	**738**	**41.1%**	**77.7%**	
Gender	Female	1,147	497	43.3%	81.6%	2.2%
	Male	616	224	36.4%	68.4%	-4.8%
	Not recorded	32	17	53.1%	100.0%	12.0%
	Total	**1,795**	**738**	**41.1%**	**77.4%**	
Age	Younger than 20	345	112	32.5%	61.7%	-8.6%
	20 - 24	695	298	42.9%	81.5%	1.8%
	25 - 29	251	97	38.6%	73.4%	-2.4%
	30 - 39	247	108	43.7%	83.1%	2.7%
	40 - 49	153	66	43.1%	82.0%	2.1%
	50 - 59	76	40	52.6%	100.0%	11.6%
	60 and older	16	11	68.8%	130.6%	27.7%
	Total	**1,783**	**732**	**41.1%**	**78.0%**	
Disability Status	Identified as DSPS	34	7	20.6%	100.00%	5.0%
	Not identified as DSPS	532	81	15.2%	73.95%	-0.3%
	Total	**566**	**88**	**15.5%**	**102.12%**	
Economic Status	Low income student	1,158	478	41.3%	100.0%	0.2%
	Not low income	637	260	40.8%	98.9%	-0.3%
	Total	**1,795**	**738**	**41.1%**	**99.6%**	
Probation 1 Status	On probation 1 status	115	16	13.9%	32.4%	-27.2%
	Not on probation 1 status	1,680	722	43.0%	100.0%	1.9%
	Total	**1,795**	**738**	**41.1%**	**95.7%**	
Probation 2 Status	On probation 2 status	124	10	8.1%	18.5%	-33.0%
	Not on probation 2 status	1,671	728	43.6%	100.0%	2.5%
	Total	**1,795**	**738**	**41.1%**	**94.4%**	
Dismissal Status	On dismissal status	56	3	5.4%	12.7%	-35.8%
	Not on dismissal status	1,739	735	42.3%	100.0%	1.2%
	Total	**1,795**	**738**	**41.1%**	**97.3%**	
Veterans Status	Veteran	30	7	23.3%	56.3%	-17.8%
	Not a Veteran	1,765	731	41.4%	100.0%	0.3%
	Total	**1,795**	**738**	**41.1%**	**99.3%**	
Foster Youth Status	Foster youth	13	5	38.5%	94%	-2.7%
	Not foster youth	1,782	733	41.1%	100.0%	0.0%
	Total	**1,795**	**738**	**41.1%**	**100%**	

Except for students with disabilities, all students with an informed matriculation goal were identified as those recorded in the Student Activities Reporting System (SARS) as having met with a counselor during the Summer 2011, Fall 2011, or Spring 2012 terms to discuss their education plan or degree/certificate requirements. For students with disabilities, 2008-09 cohort data from Data on Demand were used.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid. Less than 10 Foster Youth were identified in this analysis. They were not included in this analysis for privacy reasons as described in: http://nces.ed.gov/pubs2012/2012151.pdf.

Care should be taken when interpreting results with subgroups of less than 10.

Goals, Activities, Funding, and Evaluation: Degree and Certificate completion

Goal

D1 Increase degree and certificate completion for target students

	students groups	Goals/success indicators	Activities	Funding Sources	Responsible party
Degree or Certificate	African American Multiple Races Pacific Islander Male Younger than 20 Veteran Probation and Dismissal	D1 Increase degree and certificate completion for target students	1. College for Working Adults 2. Dreamers/Vet Ret/FY Outreach/SpkPT 3. Students Transition out of Probation (STOP)	1. Equity & college 2. Equity, BS, & HSI 3. Equity, college, & grant 4. Equity & SSSP	1. CWA Coordinators 2. Dir Learning Center 3. ACES Coordinator 4. ESL Coordinator 5. Dir Sparkpoint/EOPS

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

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	14.4, 2014	*Gap<3*	2020
Multiple Races	7.6, 2014	*Gap<3*	2020
Pacific Islander	14.6, 2014	*Gap<3*	2020
Male	4.8, 2014	*Gap<3*	2020
Under 20	8.6, 2014	Gap<3	2020
Veteran	17.8, 2014	Gap<3	2020
Probation and Dismissal	30, 2014	Gap<10	2020

Activities

- ***Activity Type(s)*** College for Working Adults is the key initiative that Cañada has identified to support target students to success in completing degrees and certification.

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

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

ID	Target Group(s)	# of Students Affected
D.1	African American Multiple Races Pacific Islander Male Younger than 20 Veteran Probation and Dismissal	135 164 49 616 345 30 300

- ***Funding***

	# of Hours	Activity ID	Outreach	Student Services & Categorics	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
College for Working Adults	**364.00**	**D1E1**	$ -	$ -	$ -	$ 20,000	$ -		$ -	$ -	20,000
College for Working Adults Su		**D1E1**	$ -	$ -	$ -	$ -	$ -		$ 1,000	$ -	1,000
											21,000

- ***Activity Implementation Plan***

College for Working Adults will increase outreach and coordinated support for students in academics and student services. The students will participated in Jams and embedded tutoring support services.

- ***Evaluation***

Each semester quantitative and qualitative data will be gathered to identify the impact of inquiry projects and the retention strategies. Faculty and staff participating in these interventions have been receiving training on surveys, inquiry session, focus groups, and Data dashboard to gather and analyze all data to identify longitudinal impact on students participating in these interventions.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Jan 2015- on-going	$ 21,000	College funds

Transfer

Hispanic, students younger than 20, Low Income, Veterans, Foster Youth, and students on Probation and Dismissal experience disproportionately impact in transfer.

To ensure the success of these student groups, they will be directed to College for Working Adults which provides wrap-around academic and student support services to students.

Campus Based Research: 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.

Table E1: Transfer by population group

		Transfer Cohort 2008-09	Transferred to a four-year institution (after 7 years)		80% Index (Reference =Max)	Percentage Point Gap
			Count	Rate		
Ethnicity	African American	6	3	50.0%	63%	4.9%
	American Indian/Alaskan Native	1	0	0.0%	0%	-45.1%
	Asian	24	19	79.2%	100%	34.1%
	Filipino	5	1	20.0%	25%	-25.1%
	Hispanic	133	37	27.8%	35%	-17.3%
	Multi Races	NA	NA	NA	NA	NA
	Pacific Islander	7	3	42.9%	54%	-2.2%
	White	130	74	56.9%	72%	11.8%
	Unknown	40	19	47.5%	60%	2.4%
	Total	**346**	**156**	**45.1%**	**57%**	
Gender	Female	188	81	43.1%	91.4%	-2.0%
	Male	157	74	47.1%	100.0%	2.0%
	Not recorded	1	1	100.0%	212.2%	54.9%
	Total	**346**	**156**	**45.1%**	**95.7%**	
Age	Younger than 20	318	149	46.9%	100.0%	-5.8%
	20 - 24	7	3	42.9%	91.5%	-9.8%
	25 - 29	4	1	25.0%	53.4%	-27.6%
	30 - 39	9	2	22.2%	47.4%	-30.4%
	40 - 49	5	1	20.0%	42.7%	-32.6%
	50 and older	3	0	0.0%	0.0%	-52.6%
	Total	**346**	**156**	**45.1%**	**96.2%**	
Disability Status	Identified as DSPS	19	10	52.6%	100.0%	24.1%
	Not identified as DSPS	327	146	44.6%	84.8%	16.1%
	Total	**346**	**156**	**45.1%**	**85.7%**	**16.5%**
Economic Status	Low income student	175	50	28.6%	46.1%	-16.5%
	Not low income	171	106	62.0%	100.0%	16.9%
	Total	**346**	**156**	**45.1%**	**72.7%**	
Probation 1 Status	On probation 1 status	NA	NA	NA	NA	NA
	Not on probation 1 status	NA	NA	NA	NA	NA
	Total	**NA**	**NA**	**NA**	**NA**	**NA**
Probation 2 Status	On probation 2 status	NA	NA	NA	NA	NA
	Not on probation 2 status	NA	NA	NA	NA	NA
	Total	**NA**	**NA**	**NA**	**NA**	**NA**
Dismissal Status	On dismissal status	NA	NA	NA	NA	NA
	Not on dismissal status	NA	NA	NA	NA	NA
	Total	**NA**	**NA**	**NA**	**NA**	**NA**
Veterans Status	Veteran	NA	NA	NA	NA	NA
	Not a Veteran	NA	NA	NA	NA	NA
	Total	**NA**	**NA**	**NA**	**NA**	**NA**
Foster Youth Status	Foster Youth	NA	NA	NA	NA	NA
	Not Foster Youth	NA	NA	NA	NA	NA
	Total	**NA**	**NA**	**NA**	**NA**	**NA**

Sources: Chancellor's Office Data Mart Transfer Velocity
(http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx)

Low income includes any student receiving a BOG, loans, other financial aid, Pell Grant, scholarship, workstudy aid.
Data Mart does not disagregate data by probation or dismissal status, veteran status or foster youth status.

Care should be taken when interpreting results with subgroups of less than 10.

Goals, Activities, Funding, and Evaluation: Transfer

Goals.

E1 Increase transfer rates for target students

	students groups	Goals/success indicators	Activities	Funding Sources LINK to Budget	Responsible party
Transfer	Hispanic Younger than 20 Low Income Veterans Foster Youth Probation and Dismissal	E1 Increase transfer rates for target students	1. College for Working Adults 2. Dreamers/Vet Ret/FY Outreach/SpkPT 3. Students Transition out of Probation (STOP)	1. Equity & college 2. Equity & SSSP 3. Equity & SSSP	1. CWA Coordinators 2. Dir Sparkpoint/EOPS 3. Dir Learning Center

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

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic	17.3, 2014	Gap < 3	2020
Younger than 20	5.8, 2014	Gap < 3	2020
Low Income	16.5, 2014	Gap < 3	2020
Veterans	None were eligible for Transfer	Nonzero count, Gap < 10	2020
Foster Youth	None were eligible for Transfer	Nonzero count, Gap < 10	2020
Probation and Dismissal	None were eligible for Transfer	Nonzero count, Gap < 10	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

Activities

E.1

- ***Activity Type(s)***

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

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

ID	Target Group(s)	# of Students Affected
E.1	Hispanic	150
	Younger than 20	350
	Low Income	200
	Veterans	?
	Foster Youth	?
	Probation and Dismissal	?

- ***Activity Implementation Plan***

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1			

		# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
College for Working Adults		364.00	D1E1	$ -	$ -	$ -	$ 20,000	$ -		$ -	$ -	20,000
College for Working Adults Su			D1E1	$ -	$ -	$ -	$ -	$ -		$ 1,000	$ -	1,000
												21,000

- ***Link to Goal***

  Providing coordinated wrap-around support services including academic and student services will ensure student success.
- ***Evaluation***

Each semester quantitative and qualitative data will be gathered to identify the impact of these practices. Faculty and staff participating in these interventions have been receiving training on surveys, inquiry session, focus groups, Data dashboard to gather and analyze all data to identify longitudinal impact on students participating in these interventions.

Title V Program at Cañada College
Expanding Student Opportunities (!ESO!)

ESO (Emerging Scholar Opportunities) funds a variety of student services that are used to help incoming students make the transition from high school to college. Academic is cohort based, organized into teams that work directly with academic divisions.

Expanding Student Opportunities (!ESO!) :
6 Main Objectives

1. Increase the percentage of entering students that participate in and benefit from academic preparation programs (Math Jam, Word Jam, Physics Jam)
2. Improve existing expanded academic preparation program (Colts Academy)
3. Improve, expand, and combine existing academic support services and "boutique" programs
4. Increase participation in academic support services (targeting developmentally placed students)
5. Develop and implement transfer preparation program (Transfer Jam)
6. Increase the transfer rates to 4-year colleges

Title V Strategies § Peer mentors will:

- Engage entering students after application and at entrance
- Encourage entering students to participate in academic preparation programs
- Encourage students to utilize existing academic support services
- Guide students through the transfer process through participation in created Transfer Jam
- Work with existing Floor 2 programs to deliver comprehensive academic support services.
- Create programs and opportunities that will facilitate increased faculty participation on Floor 2
- Build on existing college resources to deliver comprehensive transfer programs and services Plans and Programs
- Track cohorts/participants to measure impact of programs and practices
- Share our knowledge and our findings §Professional development

Programs that are included as a part of the !ESO! grant implementation:
!ESO! Center Community , A2B, Veterans Services, Math Jam , BTO , MESA, Word Jam, TRiO , andPhysics Jam

Goals, Activities, Funding, and Evaluation: Transfer: Affecting Several Indicators
Activities
F.1

- ***Indicators/Goals to be affected by the activity***

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

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
F.1		

- ***Activity Implementation Plan***

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Spring 2015-Fall 2020		

- ***Evaluation***

Each semester quantitative and qualitative data will be gathered to identify the impact of these practices. Faculty and staff participating in these interventions have been receiving training on surveys, inquiry session, focus groups, Data dashboard to gather and analyze all data to identify longitudinal impact on students participating in these interventions.

Summary Budget

To provide an equitable environment for students, the Academic Committee for Equity & Success, has prioritized a foundation of learning for all constituents on campus. To that end, professional learning is supported on the following levels:

- ACES inquiry projects for faculty, classified, administrators, and students
- Consultation and training with Pacific Educational Group to initiate Courageous Conversations to around racial inequities
- Conference registration for state-level trainings to promote an equitable environment

In addition, key priorities include coordinated academic support services including retention support, embedded tutoring, and other high impact support services.

1000	Academic Salaries and Positions	$141,756
2000	Classified and Non-academic Salaries	$162,693
3000	Employee Benefits	$74,917
4000	Supplies & Materials	$10,500
5000	Other Operating Expenses and Services	$4,535
	Grand Total	$394,401.00

Budget details

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Categorics	Research and Evaluation	SE Coordination & Planning	Curriculum / Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	**Academic Salaries: Position**											
	ACES Coordinator	**216.66**	**B3**	$ -	$ -	$ -	$ 16,481	$ -	$ -	$ -	$ -	16,481
	ESL Coordinator	**216.66**	**A1**	$ -	$ -	$ -	$ 20,402	$ -	$ -	$ -	$ -	20,402
	LD Counselor	**216.66**	**A1**	$ -	$ 17,021	$ -	$ -	$ -	$ -	$ -	$ -	17,021
	Puente Coordinator	**216.66**	**C1**	$ -	$ -	$ -	$ 20,402	$ -	$ -	$ -	$ -	20,402
	College for Working Adults	**364.00**	**D1E1**	$ -	$ -	$ -	$ 20,000	$ -		$ -	$ -	20,000
	ACES Inquiry	**730.00**	**B3**	$ -	$ -	$ -	$ -	$ -	$ 47,450	$ -	$ -	47,450
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			Subtotal	$ -	$ 17,021	$ -	$ 77,285	$ -	$ 47,450	$ -	$ -	**$141,756**

2000	**Classified and Other Nonacademic Salaries: Position**	**# of Hours**	**Activity ID**	**Outreach**	**Student Services & Categorics**	**Research and Evaluation**	**SE Coordination & Planning**	**Curriculum /Course Dev. & Adptation**	**Professional Development**	**Instructional Support**	**Direct Student Support**	**Total**
	Basic Skills Retention Specialist	**1,950.00**	**C2 C4**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 62,664	62,664
	ESL Retention Specialist	**390.00**	**C6**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,694	2,694
	Research	**390.00**	**B3**	$ -	$ -	$ 19,423	$ -	$ -	$ -	$ -	$ -	19,423
	Veteran, Dreamer, FY Retention, Spark and Outreach	**600.00**	**A2**	$ 4,516	$ -	$ -	$ -	$ -	$ -	$ -	$ 9,032	13,548
	Writing Center	**940.80**	**C1**	$ -	$ -	$ -	$ -	$ -	$ -	$ 27,481	$ -	27,481
	ACESS Inquiry	**100.00**	**B3**	$ -	$ -	$ -	$ -	$ -	$ 2,500	$ -	$ -	2,500
	Learning Center Tutors/Assistants	**100.00**	**C1C3C5**	$ -	$ -	$ -	$ -	$ -	$ -	$ 9,583	$ -	9,583
	Word Jam Tutors	**800.00**	**A1**	$ -	$ -	$ -	$ -	$ -	$ -	$ 8,000	$ -	8,000
	Math Jam Tutors	**1,480.00**	**A1**	$ -	$ -	$ -	$ -	$ -	$ -	$ 14,800	$ -	14,800
	ESL Embedded Tutors	**300.00**	**C5**	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,000	$ -	2,000
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			Subtotal	$ 4,516	$ -	$ 19,423	$ -	$ -	$ 2,500	$ 61,864	$ 74,390	**$162,693**

3000	**Employee Benefits**	**Activity ID**	**Outreach**	**Student Services & Categorics**	**Research and Evaluation**	**SE Coordination & Planning**	**Curriculum /Course Dev. & Adptation**	**Professional Development**	**Instructional Support**	**Direct Student Support**	**Total**
	ACES Coordinator	**B3**	$ -	$ -	$ -	$ 5,351	$ -	$ -	$ -	$ -	5,351
	ESL Coordinator	**A1**	$ -	$ -	$ -	$ 6,625	$ -	$ -	$ -	$ -	6,625
	LD Counselor	**A1**	$ -	$ 5,673	$ -	$ -	$ -	$ -	$ -	$ -	5,673
	Puente Coordinator	**C1**	$ -	$ -	$ -	$ 6,625	$ -	$ -	$ -	$ -	6,625
	College for Working Adults	**D1E1**	$ -	$ -	$ -	$ 2,066	$ -	$ -	$ -	$ -	2,066
	ACES Inquiry	**B3**	$ -	$ -	$ -	$ -	$ -	$ 4,902	$ -	$ -	4,902
	Basic Skills Retention Specialist	**C2 C4**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 29,289	29,289
	ESL Retention Specialist	**C6**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,259	1,259
	Research	**B3**	$ -	$ -	$ 7,682	$ -	$ -	$ -	$ -	$ -	7,682
	Veteran, Dreamer, FY Retentio	**A2**	$ 490	$ -	$ -	$ -	$ -	$ -	$ -	$ 979	1,469
	Writing Center	**C1**	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,633	$ -	3,633
	Learning Center Tutors/Assista	**C1C3C5**	$ -	$ -	$ -	$ -	$ -	$ -	$ 95	$ -	95
	Word Jam Tutors	**A1**	$ -	$ -	$ -	$ -	$ -	$ -	$ 80	$ -	80
	Math Jam Tutors	**A1**	$ -	$ -	$ -	$ -	$ -	$ -	$ 148	$ -	148
	ESL Embedded Tutors	**C5**	$ -	$ -	$ -	$ -	$ -	$ -	$ 20	$ -	20
		Subtotal	$ 490	$ 5,673	$ 7,682	$ 20,667	$ -	$ 4,902	$ 3,976	$ 31,527	**$ 74,917**

4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categorics	Research and Evaluation	SE Coordination & Planning	Curriculum /Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	LD Supplies	**A1**	$ -	$ 1,000	$ -	$ -	$ -	$ -	$ -	$ -	1,000
	Puente Supplies	**C1**	$ -	$ -	$ -	$ 1,000	$ -	$ -	$ -	$ -	1,000
	Professional Development	**B3**	$ -	$ -	$ -	$ -	$ -	$ 1,000	$ -	$ -	1,000
	Blackadamia/Men of Color Su	**B2**	$ -	$ -	$ -	$ -	$ -	$ 2,000	$ -	$ -	2,000
	Veteran, Dreamer, FY Retentic	**A2**	$ 500	$ -	$ -	$ -	$ -	$ -	$ -	$ 500	1,000
	College for Working Adults Su	**D1E1**	$ -	$ -	$ -	$ -	$ -		$ 1,000	$ -	1,000
	Jam Supplies	**A1**	$ -	$ -	$ -	$ -	$ -		$ 3,500	$ -	3,500
		Subtotal	$ 500	$ 1,000	$ -	$ 1,000	$ -	$ 3,000	$ 4,500	$ 500	**$ 10,500**

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categorics	Research and Evaluation	SE Coordination & Planning	Curriculum /Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Contract Services for Food for	**A1**	$ -	$ -	$ -	$ -	$ -	$ -	$ 4,535	$ -	4,535
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ 4,535	$ -	$ 4,535

Grand Total	$ 5,506	$ 23,694	$ 27,105	$ 98,952	$ -	$ 57,852	$ 74,875	$106,417	$394,401

Summary Evaluation

The Academic Committee for Equity & Success (ACES) collaborates closely the Office of Planning, Research & Institutional Effectiveness to evaluate all projects. In addition, the college is working with an outside evaluator to assess the impact of the Inquiry projects leading to changes on campus to support students equitably.

The consultant will work with ACES co-directors to design and conduct internal formative evaluation of the ACES professional development and inquiry. This will involve:

- Providing technical assistance on evaluation to overall professional development effort and to individual projects.
- Attending, observing, and participating in ACES events
- Participating in planning and reflective conversations with ACES co-directors before and after events,
- Collaborating with ACES staff and campus researcher on development of evaluation plan, criteria, instruments, and tools to review team products
- Producing a final report.

In addition for all campus-wide initiatives to support equity, the Academic Committee for Equity & Success (ACES) and Office of Planning, Research & Institutional Effectiveness will be provide trainings based on evaluation principles compiled by Student Support (Re)defined and IEPI to better evaluate the impact of the interventions.

Campus-wide trainings include:

- Data Dashboard Training
    - Patterns of retention, persistence, success, transfer
    - Disaggregating data to focus on target groups
- Building Surveys
- Creating Focus groups
- Institutional data to support equity across campus

Summary evaluation schedule and process

To ensure culturally responsive evaluation, in preparing for the actual evaluation, a team is assembled to ensure the accuracy of the evaluation. This included on-going training for all stakeholders to participate in survey building, focus groups, and other data collection activities.

In collaboration with the office Planning, Research & Institutional Effectiveness (PRIE) and with outside evaluators, each intervention will be analyzed on a regular basis including the following schedule:

Formative evaluation

- Initial and ongoing interventions will be assessed regularly
- Through the inquiry process and each program intervention , logic models and data gathering is foundational
- Through internal or external evaluations make adjustments to each intervention.

Summative evaluation

- Assess the quality and success of each intervention as stated in the goals annually
- Present the information collected for project activities and outcomes to the campus regularly at flex days and through Board reports

All evaluation plans include students, faculty, classified, and administrators to ensure information is relevant items are developed in the evaluation process.

Evaluation steps

The evaluation process has been broken down into a series of steps, from preparation to implementation and interpretation.

1. Conceptual models like Appreciative inquiry and Logic Models are being utilized for each intervention to identify key evaluation points. This ensures that all participants and stakeholders understand the project's structure and expected outcomes, and helps focus on the project's most important elements.
2. Evaluation questions and defined measurable outcomes to evaluate the professional development activities are being divided into short-term and long-term, beginning with the more immediate people affected by the projects, ultimately leading to long-term impact on students across campus.
3. To ensure successful and meaningful evaluation both highlights and shortcomings for each project are being assessed.
4. As data is being collected, it will be analyzed by the participants and then reviewed by the office Planning, Research & Institutional Effectiveness to ensure validity.
5. Analyze data and will be presented on a regular basis at committee meetings, department meetings, and to the board following the processes of shared governance.

2015-16 Student Equity Plan Summary Bu
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Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Stduent Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

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

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	**Academic Salaries: Position Title(s)**	**# of Hours**										
	ACES Coordinator	####	B3	$ -	$ -	$ -	$ 16,481	$ -	$ -	$ -	$ -	16,481
	ESL Coordinator	####	A1	$ -	$ -	$ -	$ 20,402	$ -	$ -	$ -	$ -	20,402
	LD Counselor	####	A1	$ -	$ 17,021	$ -	$ -	$ -	$ -	$ -	$ -	17,021
	Puente Coordinator	####	C1	$ -	$ -	$ -	$ 20,402	$ -	$ -	$ -	$ -	20,402
	College for Working Adults	####	D1E1	$ -	$ -	$ -	$ 20,000	$ -		$ -	$ -	20,000
	ACES Inquiry	####	B3	$ -	$ -	$ -	$ -	$ -	$ 47,450	$ -	$ -	47,450
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			Subtotal	$ -	$ 17,021	$ -	$ 77,285	$ -	$ 47,450	$ -	$ -	**$ 141,756**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	**# of Hours**	**Activity ID**	**Outreach**	**Student Services & Categoricals**	**Research and Evaluation**	**SE Coordination & Planning**	**Curriculum/Cours e Dev. & Adptation**	**Professional Development**	**Instructional Support**	**Direct Student Support**	**Total**
	Basic Skills Retention Specialist	####	C2 C4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 62,664	62,664
	ESL Retention Specialist	####	C6	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,694	2,694
	Research	####	B3	$ -	$ -	$ 19,423	$ -	$ -	$ -	$ -	$ -	19,423
	Veteran, Dreamer, FY Retention, Spark and Outreach	####	A2	$ 4,516	$ -	$ -	$ -	$ -	$ -	$ -	$ 9,032	13,548
	Writing Center	####	C1	$ -	$ -	$ -	$ -	$ -	$ -	$ 27,481	$ -	27,481
	ACESS Inquiry	####	B3	$ -	$ -	$ -	$ -	$ -	$ 2,500	$ -	$ -	2,500
	Learning Center Tutors/Assistants	####	C1C3C5	$ -	$ -	$ -	$ -	$ -	$ -	$ 9,583	$ -	9,583
	Word Jam Tutors	####	A1	$ -	$ -	$ -	$ -	$ -	$ -	$ 8,000	$ -	8,000
	Math Jam Tutors	####	A1	$ -	$ -	$ -	$ -	$ -	$ -	$ 14,800	$ -	14,800
	ESL Embedded Tutors	####	C5	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,000	$ -	2,000
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-

2015-16 Student Equity Plan Summary Bu
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Part II: Planned Student Equity (SE) Expenditures

			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		-
	Subtotal		$ 4,516	$ -	$ 19,423	$ -	$ -	$ 2,500	$ 61,864	$ 74,390	**$**	**162,693**

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Part II: Planned Student Equity (SE) Expenditures

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	ACES Coordinator	B3	$ -	$ -	$ -	$ 5,351	$ -	$ -	$ -	$ -	5,351
	ESL Coordinator	A1	$ -	$ -	$ -	$ 6,625	$ -	$ -	$ -	$ -	6,625
	LD Counselor	A1	$ -	$ 5,673	$ -	$ -	$ -	$ -	$ -	$ -	5,673
	Puente Coordinator	C1	$ -	$ -	$ -	$ 6,625	$ -	$ -	$ -	$ -	6,625
	College for Working Adults	D1E1	$ -	$ -	$ -	$ 2,066	$ -	$ -	$ -	$ -	2,066
	ACES Inquiry	B3	$ -	$ -	$ -	$ -	$ -	$ 4,902	$ -	$ -	4,902
	Basic Skills Retention Specialist	C2 C4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 29,289	29,289
	ESL Retention Specialist	C6	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,259	1,259
	Research	B3	$ -	$ -	$ 7,682	$ -	$ -	$ -	$ -	$ -	7,682
	Veteran, Dreamer, FY Retention, Spc	A2	$ 490	$ -	$ -	$ -	$ -	$ -	$ -	$ 979	1,469
	Writing Center	C1	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,633	$ -	3,633
	Learning Center Tutors/Assistants	C1C3C5	$ -	$ -	$ -	$ -	$ -	$ -	$ 95	$ -	95
	Word Jam Tutors	A1	$ -	$ -	$ -	$ -	$ -	$ -	$ 80	$ -	80
	Math Jam Tutors	A1	$ -	$ -	$ -	$ -	$ -	$ -	$ 148	$ -	148
	ESL Embedded Tutors	C5	$ -	$ -	$ -	$ -	$ -	$ -	$ 20	$ -	20
		Subtotal	$ 490	$ 5,673	$ 7,682	$ 20,667	$ -	$ 4,902	$ 3,976	$ 31,527	**$ 74,917**

4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	LD Supplies	A1	$ -	$ 1,000	$ -	$ -	$ -	$ -	$ -	$ -	1,000
	Puente Supplies	C1	$ -	$ -	$ -	$ 1,000	$ -	$ -	$ -	$ -	1,000
	Professional Development	B3	$ -	$ -	$ -	$ -	$ -	$ 1,000	$ -	$ -	1,000
	Blackadamia/Men of Color Supplies	B2	$ -	$ -	$ -	$ -	$ -	$ 2,000	$ -	$ -	2,000
	Veteran, Dreamer, FY Retention, Spc	A2	$ 500	$ -	$ -	$ -	$ -	$ -	$ -	$ 500	1,000
	College for Working Adults Supplies	D1E1	$ -	$ -	$ -	$ -	$ -		$ 1,000	$ -	1,000
	Jam Supplies		$ -	$ -	$ -	$ -	$ -		$ 3,500	$ -	3,500
		Subtotal	$ 500	$ 1,000	$ -	$ 1,000	$ -	$ 3,000	$ 4,500	$ 500	**$ 10,500**

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Contract Services for Food for Jams	A1	$ -	$ -	$ -	$ -	$ -	$ -	$ 4,535	$ -	4,535
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-

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Part II: Planned Student Equity (SE) Expenditures

Subtotal	$ -	$ -	$ -	$ -	$ -	$ -	$ 4,535	$ -	$ 4,535

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Part II: Planned Student Equity (SE) Expenditures

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Grand Total		$ 5,506	$ 23,694	$ 27,105	$ 98,952	$ -	$ 57,852	$ 74,875	$ 106,417	$ 394,401

2015-16 Student Equity Plan Summary Bu
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Part II: Planned Student Equity (SE) Expenditures

Student Equity Plan 2015-16 Budget
Part II: Planned SE Expenditures
Other Instructions

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Eligible expenditures:

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Ineligible Expenditures:

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture – Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions – Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.