

Student Equity Plan Summary

Disproportionate Impact Focus: Course Completion and Sequence Completion

Hispanic (58%), Pacific Islander (53%), and African American (48%) students show course completion rates below the College average (62%).

Advice from statewide organizations and researchers:

- Think big, start small: plan to scale
- Avoid “boutique” programs that serve few students.
- Combine Student Services and Instruction
- Focus on retention

Concept: Form a cohesive learning community of Basic Skills classes, starting with faculty at 2 levels below transfer and scaling up to both 1 and 2 levels below transfer. Align and complement programs for students in transfer programs such as the STEM Center and ESO grant programs.

Two major initiatives are

1. Professional Development on p. 45

Goal B. Improve the pedagogical and academic support practices for ESL, Math, and English courses two and one level below transfer to increase successful completion rates for Hispanic and African American students.

Activity B.1

Institutionalize intensive and on-going professional development opportunities for faculty, staff, and tutors for ESL, English, and Math courses one and two levels below transfer and the first level of transfer classes to support Hispanic and African American students to successfully complete their courses.

Beginning with an orientation retreat, a year-long series of on-line and in person Faculty-led trainings in collaboration with colleagues across the campus and the district will be compiled in professional portfolios and include, but will not be limited to, the following themes:

- *Culturally responsive teaching*
- *Increasing retention*
- *Innovative classrooms*
- *Academic and personal support on campus and in the community*
- *Collaborating with Embedded tutors to increase success*

Responsible Party: ACES Committee

Completion Date: 2017

2. Retention Specialists and Embedded Tutors on p. 47

Activity C.1

Retention specialist, Imbedded tutors, and faculty will provide culturally responsive and academically sound support services to students in Math, English, and ESL courses.

Responsible Party: ACES Coordinators and Director of Learning Resources

Logic Model on p.42

Situation	Inputs	Activities	Outputs	Outcomes/ impacts
What problem are you trying to solve?	What resources go into the program?	What activities will the program undertake?	What is produced through those activities?	The changes or benefits that result from the program?
Hispanic and African American students are succeeding at a disproportionately lower rate.	<ul style="list-style-type: none"> Retention Specialists Embedded tutors Financial guides Culturally responsive programs like Punte and Umoja Professional development structures and processes. 	<ul style="list-style-type: none"> Wrap-around academic and culturally responsive support for students. Professional development for Faculty, Retention Specialists, Embedded Tutors, and other support staff. Data gathering to identify pathways to completion. 	<ul style="list-style-type: none"> Over 75% faculty and support staff for courses one and two-level below transfer will receive on-going professional development to create culturally responsive learning environments. Retention, success, and completion rates will increase by 5% for Hispanic and African American students. 	<ul style="list-style-type: none"> Increased rates of success and completion for Hispanic and African American students.

Budget on p. 51

BUDGET

This section list sources of funding for activities in the plan. The budget links to the goals and the evaluation sections of the plan.

Year 1 Budget Estimate:

Position/Program (Goal)	Percentage of the total budget	Budget Amount
Ret. Specialist (C)	50%	\$125,000
Tutors (C)	10%	\$25,000
Prof. Development (B)	20%	\$50,000
PUENTE (B &C)	10%	\$25,000
Spark-Point (A &C)	10%	\$25,000
Total	100%	\$250,000