

Foothill College
Student Equity Plan



November 02, 2015

DRAFT

Table of Contents

Signature Page.....	3
Executive Summary	5
Planning Committee and Collaboration.....	8
Access	11
Course Completion	15
ESL and Basic Skills Completion	36
Degree and Certificate Completion	42
Transfer.....	46
Summary Budget	51
Summary Budget Spreadsheet.....	52
Summary Evaluation Plan	53
Attachments.....	na

Foothill College Student Equity Plan Signature Page

District: Foothill - De Anza CCD **Board of Trustees Approval Date:** 12/07/15

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

messinakimberlee@foothill.edu

[Kimberlee Messina, Interim President] Email

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

slaterbernata@foothill.edu

[College Chief Business Officer: Bernata Slater] Email

mcelroykevin@fhda.edu

[District Chief Business Officer: Kevin McElroy] Email

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

swettdenise@foothill.edu

[Chief Student Services Officer: Denise Swett] Email

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

huegkurt@foothill.edu

[Chief Instructional Officer: Kurt Hueg] Email

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

holcroftcarolyn@foothill.edu

[Academic Senate President: Carolyn Holcroft] Email

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

smithkaren@foothill.edu

[Classified Senate President: Karen Smith]

Email

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

asfcpres@fhda.edu

[Associated Student Body President: Breeze Liu]

Email

lamanqueandrew@foothill.edu

[Student Equity Coordinator/Contact: Andrew LaManque]

E mail

<http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>

EXECUTIVE SUMMARY

Foothill College, located in the San Francisco Bay Area's Silicon Valley, educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. This diversity includes an enrollment from students that have identified as 25% Latino, 30% Asian, 4% African American, 4% Filipino, and 36% White. The 25% of Foothill College students that have identified as low income vastly under-represents the needs and challenges faced by families in an area where the average price of a home county-wide approaches 1 million dollars. Believing a well-educated population is essential to sustaining and enhancing a democratic society, taxpayers from Los Altos, Los Altos Hills, Mountain View, and Palo Alto, have generously supported a variety of programs and services that allow students to achieve their goals as members of the workforce, future students, and global citizens.

The Foothill College Student Equity Plan supports the College Educational Master Plan goal of reducing barriers and facilitating students' ease of access across the District and region. As stated in the Educational Master Plan, the college is committed to implementing activities to improve the achievement of student outcomes among those population groups experiencing disproportionate impact. The College is committed to creating a culture of equity that promotes student success, particularly for underserved students.

The Foothill College Student Equity Plan supports five overarching activities:

- Creation of a Student Success and Retention Team with members from both student services and instruction to provide both operational support and program coordination to our equity activities.
- Development of an Early Alert System that integrates Student Services and Instruction to provide student engagement and support for a variety of needs.
- Development of a Mentoring Program that includes faculty as well as peer to peer mentoring and is integrated with the Early Alert System.
- Provision of Professional Development that is action oriented to provide support for change as well as support for practical and tangible activities to better serve students.
- Application of a robust research agenda to provide faculty and staff the data on the most productive ways to help our students.

Foothill College Equity Plan Target Populations

The student populations that will be the focus of Foothill College's activities have been guided by an analysis that looked at a) the groups with the largest gaps in outcomes as well as b) the size of the group in the student population c) the previous plan that focused on African American, Latino, and Filipino students and d) consistency across success goals. Where appropriate we have continued previous plan targets of reducing the gaps by 3 percentage points.

African American, Latino, and Low Income students are included as the focus of activities for Course Completion, Math Basic Skills, Degree and Certificate Completion, and Transfer Completion. Foothill College has chosen to concentrate its efforts to help students through the college pipeline, from placement into basic skills, progression to college level courses, completion of college level courses, and obtainment of student goals for a degree and or transfer.

**Foothill College Disproportionately Impacted Student Groups Targeted
in 2015-16 Student Equity Plan Activities**

Disproportionately Impacted Group	Fall 2014 Headcount	Access	Course Completion	ESL Basic Skills Completion	English Basic Skills Completion	Math Basic Skills Completion	Degree and Certificate Completion	Transfer Completion
Veterans *	177	X						
Vietnamese	643	X						
Asian Indian	498	X						
African American	544		X		X	X	X	X
Latino	3,671		X	X		X	X	X
Low Income *	2,814		X		X	X	X	X
Females *	7,487			X				
Native Hawaiian or other Pacific Islanders	103			X				
Filipino and Native Hawaiian or other Pacific Islander	636				X			

* Note these populations include students from all ethnic groups.
The numbers are not mutually exclusive.

Foothill College Equity Plan Activities**Access**

A.1 – Marketing and Outreach to Recruit Students from Underrepresented Student Groups

Course Completion

B.1 – Develop and Implement a Mentoring Program

B.2 – Professional Development to Develop Greater Awareness of Student Needs

B.3 – Support 3SP Early Alert Activities

B.4 – Plan for the Expansion of First Year Experience

B.5 – Provide Equity Research

B.6 – Develop Online Access to Data about Subpopulations of Students

B.7 – Reduce Financial Barriers to Course Success for Low Income Students

ESL and Basic Skills Completion

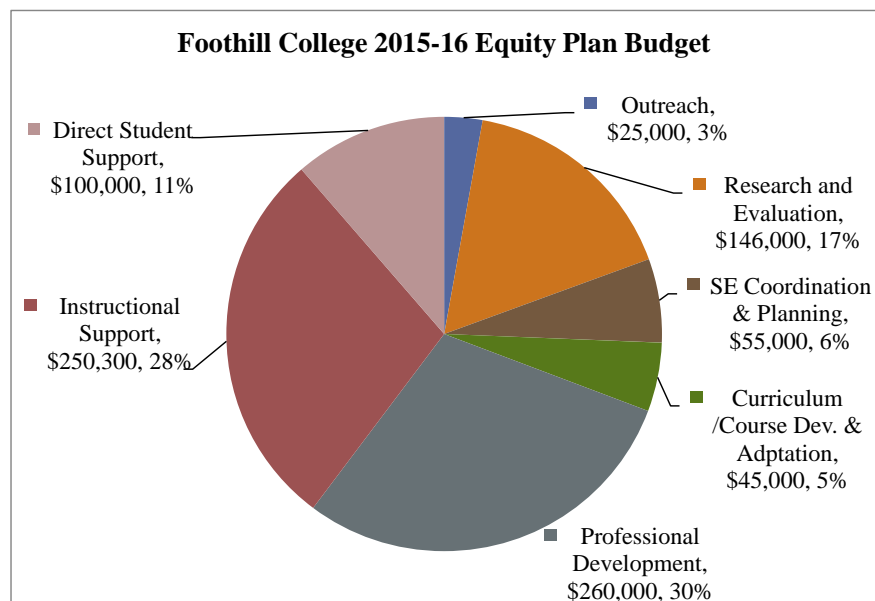
C.1 - Pilot Multiple Measures of Assessment

Degree and Certificate Completion

D.1 – Use Student Educational Plan Data to Project Student Needs

Transfer

E.1 – Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact

Foothill College Equity Plan Funding Budgeted to Achieve Goals

Contact: Andrew LaManque, Associate Vice President of Instruction, Foothill College
lamaqueandrew@fhda.edu, 650-949-7179

PLANNING COMMITTEE AND COLLABORATION

The development of the Student Equity Plan for 2015-16 was based on input from multiple college groups. It has been a continuation of the work done for the 2014-15 Plan. That plan used an RFP process to solicit innovative equity ideas from faculty and staff for activities that would support our plan. The selection of activities for the 2014-15 plan was guided by a Student Equity Workgroup Rubric.

Equity Proposal Rubric 2014-15

- Targets SEP student population(s)
- Directly engages SEP student population
- Directly connects to goals and activities listed in the 2014/2015 SEP
- Potential for sustainability: institutionalization in the event that state discontinues student equity funds
- Number of students directly impacted
- Proposal includes clear benchmarks for success
- Data-driven; aligns with known research-based better practices
- Potential to impact both face-to-face and distance-ed. students

Selected projects included research and piloting a First Year Experience Program, Professional Development, and Research, among others.

The Student Equity Workgroup reviewed data in Spring 2015 and Fall 2015. During this review the SEW discussed opportunities and approaches for helping students reach their goals, wherever their starting point. Members of the SEW also participated in the drafting of the 3SP plan during the summer and fall of 2015. At the same time the campus was developing a new Educational Master Plan and seeking input from a wide cross section of the community.

The Tri-Chairs of the 3SP Advisory Committee, the Basic Skills Workgroup, and the Student Equity Workgroup as well as the Vice President of Instruction, Associate VP of Instruction (accreditation officer), and Institutional Researcher (who is leading the effort to revise our college master plan) meet several times during the summer of 2015 to identify areas of common interest and collaboratively develop strategies to best leverage human and financial resources to increase student success. This group, called “The Student Success Collaborative” proposed the idea of a Student Success and Retention Team that is both a conceptual framework as well as a group that will meet as a team.

There was consensus that our strategic focus would be on three initiative areas:

- Early Alert
- Mentoring and
- Professional Development.

It was agreed that these would be broad areas to serve as an umbrella for our activities.

The Foothill College Basic Skills and 3SP plans include the following activities:

Basic Skills

- Embedded Tutoring
Math Summer Bridge
English Summer Bridge

3SP

- Early Alert
Revamped Orientation Options
Counseling Support for Student Education Plans
Multiple Measures Pilots
Enrollment Priorities
- Research and Professional Development Activities for Both

The Foothill College's shared governance process culminates in discussions at the Planning and Resource Council (PaRC) and has been another venue in which to gain support and feedback from the college in regards to equity plan initiatives. PaRC meetings are open to all faculty, staff, and students that would like to attend, with certain members from each campus constituency represented as voting members. The Student Success and Retention Team idea was presented to PaRC at the October 7, 2015 meeting. The equity plan was discussed for a first and second reading, with sharing to other groups such as Academic and Classified Senate in November 2015.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Paul Starer	Dean, Language Arts & TLC	Administrative Tri-Chair
Hilda Fernandez	Faculty, English	Faculty Tri-Chair
Roberto Sias	Bookstore Courseware Coordinator	Classified Staff Tri-Chair
Micaela Agyare	Librarian	Library
Andrew LaManque	AVP of Instruction	Equity Coordinator
Kimberlee Messina	Interim President	Office of the President
Justin Schultz	Instructional Services Coordinator	Classified Staff / Instruction
Katie Ha	Faculty, Supplemental Learning	Faculty / Instruction / TLC
Bill Ziegenhorn	Faculty, History	Faculty / Instruction
Adrienne Hypolite	Early Alert Coordinator	Student Services
Laureen Balducci	AVP of Student Services	Student Services
Nazy Galoyan	Dean of Enrollment Services	Admissions & Records
Richard Mills	Faculty, English	Faculty / Instruction
Lori Silverman	Faculty, Mathematics	Faculty / Instruction
Lan Truong	Dean of Counseling	Counseling
April Henderson	Interim EOPS Supervisor	EOPS / Counseling
John Fox	Faculty, Sociology	Faculty / Instruction
Sara Cooper	Faculty, Biology	Faculty / Instruction
Carolyn Holcroft	Academic Senate President; Faculty, Biology	Faculty / Instruction
Michelle Palma	Faculty, Geography	Faculty / Instruction

Access

CAMPUS-BASED RESEARCH: ACCESS

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

Target Population(s)	# of Foothill College's total enrollment in Fall 2014	% of Foothill College's total enrollment (proportion)	% of adult population within Santa Clara County in 2014 (proportion)**	Gain or loss in proportion (Percentage point difference with +/- added)*
American Indian/Alaska Native	27	0%	0%	0
Asian-Asian Indian	498	4%	8%	-4
Asian-Chinese	1417	10%	9%	+1
Asian-Filipino	533	4%	5%	-1
Asian-Japanese	203	1%	2%	-1
Asian-Korean	240	2%	1%	+1
Asian-Other Asian	398	3%	2%	+1
Asian-Pacific Islander	103	1%	<1%	0
Asian-Vietnamese	643	5%	7%	-2
Black or African American	544	4%	2%	+2
Hispanic or Latino	3671	26%	25%	+1
White	5170	36%	37%	-1
Some other race***	NA	NA	NA	NA
More than one race	736	5%	2%	+3
Total of 8 cells above (Orange cells should = 100%)	14183****	100%	100%	
Males	7789	50%	50%	0
Females	7487	49%	50%	-1
Unknown gender	166	1%	NA	NA
Total of 3 cells above (Orange cells should = 100%)	15442	100%	100%	
Current or former foster youth*****	68	0%	0%	0
Individuals with disabilities*****	767	5%	5%	0
Low-income students*****	2814	18%	13%	+5
Veterans*****	177	1%	5%	-4

*Calculated by subtracting the % of the adult population within Santa Clara County from the % of Foothill College's total enrollment.

** Ethnicity and gender data for Santa Clara County can be found at CA Dept of Finance Population Projects, P-3 Report. Adult population is defined as age 18 and older. Ethnicity data for Foothill College come from CCCC Data Mart.

***The "some other race" category is not available for the ACCESS indicator.

****Unknown race is not reported to maintain consistency between Santa Clara County and Foothill figures.

*****Foster youth data for Santa Clara County are approximated using Webster, D., et al. California Child Welfare Indicators Project Reports, UC Berkeley Center for Social Services Research (May 2015). Disability data for Santa Clara County are approximated using Disability Population Statistics for Santa Clara County, California. Estimates are based on Pooled 2005-2007 ACS PUMS Data. Low-income data for Santa Clara County are approximated using U.S. Census Bureau: State and County QuickFacts based on 2009-2013 estimates. Low-income for Santa Clara County is defined as having an income between \$0 and \$24,999. Veteran data for Santa Clara County are approximated using U.S. Census Bureau: State and County QuickFacts based on 2009-2013 estimates. Foster youth, disability, low-income, and veteran information at Foothill College comes from FHDA, ODS. Low-income at Foothill College is defined as having a family income between \$0 and \$25,000.

Analysis

Foothill College draws less than 20% of its students from the Foothill College service area of Los Altos, Los Altos Hills, Mountain View and Palo Alto. While serving students from around the Bay Area, the majority of students reside in Santa Clara County. Since about 25% of students identify as Asian it is important to disaggregate the data for these populations. Based on data depicted under Course Completion, Asian Indian students have a success rate lower than the college average. Vietnamese students have the highest rate of financial aid participation by ethnicity at the college.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

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

Baseline Data and Goals

Target Population(s)	Current gap, year	Goal	Goal Year
Asian Indian	-4%, Fall 2014	<i>No gap</i>	<i>2020</i>
Veterans	-4%, Fall 2014	<i>No gap</i>	<i>2020</i>
Vietnamese	-2%, Fall 2014	<i>No gap</i>	<i>2020</i>

ACTIVITIES: A. ACCESS

A.1 – Marketing and Outreach to Recruit Students from Under-represented student groups**• Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
A.1	Asian Indian	
	Veterans	177
	Vietnamese	

• Activity Implementation Plan

The Marketing and Public Relations Department will participate in several targeted marketing campaigns, aimed at increasing enrollment in the Asian Indian, Vietnamese, and veteran populations. This will be accomplished through a mix of traditional and digital mediums.

Research will be conducted that will disaggregate data by zip code and other variables such as language spoken at home, full-time status, and percent of courses taken online, to determine the best recruiting strategies. Based on this disaggregation more specific and targeted outreach will be conducted. Data will also be collected on students in target populations who applied to the college but who did not register (and students who register but drop all their classes before opening day). Focus groups will be conducted to discern why target populations applied but did not follow through with registration. These focus groups will include students that were dropped for nonpayment but did not re-enroll. Research will also include an assessment of the potential demand for a new learning cohort with an emphasis on Asian cultures.

Based on the research, marketing will target specific student populations in the languages of those populations. Outreach efforts will include the development of materials to highlight learning communities such FYE and Honors and nontraditional majors in Science and Technology. Information on steps necessary for securing enrollment priorities will also be developed in coordination with the Enrollment Services Office (Admissions and Records).

Campus based communications will be increased to provide faculty and staff with enhanced awareness of cultural events taking place on campus and to link faculty to recruitment efforts. These efforts will include the development of technology such as a web management system or a calendaring system.

As outlined in the Facilities Master Plan, an assessment of campus signage will be conducted and a determination made to clarify signs and directions to registration-important services, like counseling and assessment.

A Marketing and Outreach Plan will be developed to recruit veterans by advertising in armed services publications, and by developing materials that highlight the advantages of attending Foothill. Outreach will work with the VA to reach veteran populations in our local service area.

Focus groups will be conducted to discern why some veterans applied to the college but did not follow through with registration. We will also use these focus groups to determine what resources veterans need when they arrive to the campus. The campus veteran's center and its services will be well publicized.

Other Activities to Support Disproportionately Impacted Students

- Bringing poets and artists of color to workshop and/or lecture in the Spring, hopefully collaborating with Organización Latino Americana (O.L.A.) and Heritage Month planning to increase student, faculty, and administration participation. Brining educators, writers, or artists representative of the focus groups identified in the plan is important for attracting and retaining students.
- Generate student voice through the development of these culturally aligned events, for example, creating a student Newspaper, creative writing club or gazette, in the near future.
- Include S.T.E.M. related events guided by our Student Equity Rubric, for example, a week long activity so many classes can participate.

Estimated Timeline

- Activities will take place throughout the year.
- Marketing and Outreach Plan for Veterans completed by end of spring 2016.
- Recruitment activities for fall 2016 enrollment will begin in spring 2016.

The Director of Marketing and Communications will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	Fall 2015 – December 2016	\$25,000	

A portion of the funding will be spent on social media advertising, including Facebook, LinkedIn, and Google. Data shows that these mediums are cost effective and allow institutions to reach specific populations. Marketing staff will be able to search by age, location, military status, and ethnicity.

Additional funding will be spent on printed publications, specifically Foothill College viewbooks. The different viewbooks will also allow us to outreach to the above mentioned groups. Portions will be printed in languages other than English. This figure also includes small, direct mail campaigns with customized URLs. These webpages will be designed by the Marketing Department.

A fraction of the funding will be spent on traditional media, including weekly newspapers, radio, and some television. The college currently subscribes to the annual Media Preferences Survey which will tell staff which specific stations, publications, and channels to focus on.

- ***Link to Goal***

We will use research that disaggregates the target student populations to determine how best to reach and serve student populations. Developing marketing and outreach activities that reach the specific student populations identified by research we will focus our efforts on increasing enrollments in these populations.

Veterans are under-represented on campus compared to the county population. Foothill College has programs in place to support Veterans; additional recruiting efforts will be aimed at increasing the number of Veterans enrolled in classes.

- ***Evaluation***

The evaluation will track increases in enrollment of subpopulations of students. It will include applicant yield rates and a reduction in the number of students that register but then drop all of their classes before opening day. Data will be collected both quarterly and annually for evaluation. We will collect enrollment and registration data on veterans as well as qualitative data on their experiences as students at Foothill. Data will be collected both quarterly and annually.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

Target Population(s)	The # of credit courses students enrolled in & were present in on census day in Fall 2014	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day in Fall 2014	Total (all student average) pass rate* in Fall 2014	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	210	140	67%	77%	-10
Asian-Cambodian	80	55	69%	77%	-8
Asian-Chinese	3353	2754	82%	77%	+5
Asian-Indian	1067	778	73%	77%	-4
Asian-Japanese	532	452	85%	77%	+8
Asian-Korean	583	458	79%	77%	+2
Asian-Laotian	31	21	68%	77%	-9
Asian-Vietnamese	1575	1258	80%	77%	+3
Asian-Other	992	792	80%	77%	+3
Black or African American	1754	1083	62%	77%	-15
Filipino	1791	1333	74%	77%	-3
Hispanic or Latino	7685	5398	70%	77%	-7
Native Hawaiian or other Pacific Islander	352	230	65%	77%	-12
White	10702	8643	81%	77%	+4
Some other race**	NA	NA	NA	77%	NA
More than one race**	NA	NA	NA	77%	NA
Unknown race	4318	3486	81%	77%	+4
All Students	35025	26881	*77%		
Males	17902	13591	76%	77%	-1
Females	16843	13045	77%	77%	0
Unknown gender	280	245	88%	77%	+11
Current or former foster youth	273	161	59%	77%	-18
Individuals with disabilities	522	409	78%	77%	+1
Low-income students***	6149	4106	67%	77%	-10
Veterans	760	561	74%	77%	-3

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**The "some other race" and "more than one race" categories are not available in FHDA, ODS.

***Low-income is defined as having a family income between \$0 and \$25,000. Source: FHDA IR&P, ODS

Rate of Probation

Rate	Denominator	Numerator
Rate of Probation	The # of students who enrolled in credit courses in Fall 2014	The number of students out of ← (the denominator) who were placed on probation in Fall 2014

Target Population(s)	The # of students who enrolled in credit courses in Fall 2014	The number of students out of ← (the denominator) who were placed on probation in Fall 2014	The % of students out of the students who enrolled in credit courses, that were placed on probation in Fall 2014	Total probation rate in Fall 2014	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	79	5	6%	5%	-1
Asian	3350	110	3%	5%	+2
Black or African American	769	70	9%	5%	-4
Filipino	736	49	7%	5%	-2
Hispanic or Latino	2949	266	9%	5%	-4
Native Hawaiian or other Pacific Islander	150	17	11%	5%	-6
White	4285	163	4%	5%	+1
Some other race**	NA	NA	NA	5%	NA
More than one race**	NA	NA	NA	5%	NA
Unknown race	954	32	3%	5%	+2
All Students	13272	712	*5%		
Males	6201	394	6%	5%	-1
Females	6974	315	5%	5%	0
Unknown gender	97	3	3%	5%	+2
Current or former foster youth	68	4	6%	5%	-1
Individuals with disabilities	320	16	5%	5%	0
Low-income students***	2677	189	7%	5%	-2
Veterans	170	13	8%	5%	-3

* Calculated by subtracting the student group's probation rate from the total probation rate. Note: the order of subtraction is reversed.

**The "some other race" and "more than one race" categories are not available in FHDA, ODS.

***Low-income is defined as having a family income between \$0 and \$25,000.

Source: CCCCO Data Mart

Services for Students on Probation

Per the Foothill College Student Success and Support Program Plan (3SP Plan), students who are on academic and/or progress probation, disqualification, or are having difficulty with their academic progress in general are advised to meet with a counselor. In meeting with a counselor, students are able to discuss impediments in their college career and academic goals. Counselors review their educational plan and help set up students in successful services such as tutorial, disability services, financial aid, psychological services, and special programs such as EOPS/CARE and/or Puente. Counselors also have students take counseling courses on topics such as college success, career life planning, and study skills to help them get back on track with their goals. These courses are offered face-to-face and online. Counseling appointments are also offered face-to-face, via phone and online.

In addition, starting fall 2015, we are starting a more robust Early Alert Program to include a staff program coordinator, a faculty coordinator (as part of load or release time) and a mentoring team of faculty and staff, to assist and support at-risk students.

Through the new Early Alert program, students will be manually flagged by faculty (until we can implement Starfish to do this), then streamlined through the Early Alert Coordinator to triage the information and make referrals to the counselor, student mentor, tutorial, psychological services, etc. as needed. Instructional faculty will be involved in the implementation of the pilot of the early alert program.

Analysis

The focus of Foothill College's activities is based on the achievement gap, number of students impacted, as well as the rate of probation. Course Success rates for most Asian groups and White students on average are higher than for other groups. Students whom have identified as Low Income, which includes students from many different ethnic groups, have a success rate gap of -10 percentage points. Previous data indicates that the percent of African American, Latino, and Vietnamese students who receive financial aid is significantly higher than other student groups. Based on these results, our activities will be mindful of students' needs based on ethnicity as well as their financial needs and steps the institution can take to remove impediments in both areas.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course 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	-15%, Fall 2014	Gap no > -12	2020
Low Income	-10%, Fall 2014	Gap no > - 7	2020
Latino	- 7%, Fall 2014	Gap no > - 4	2020

Our goal seeks to reduce the course success gap for each of these groups by 3 percentage points over the fall 2014 base line by 2020 (the length of our new Educational Master Plan).

B.1 – Develop and Implement a Mentoring Program**• Activity Type(s)**

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

• Target Student Group(s) (based on Unduplicated Headcount from Access):

ID	Target Group(s)	# of Students Affected
B.1	African American	544
	Low Income	2,814
	Latino	3,671

• Activity Implementation Plan

The Student Success Collaborative met over the summer of 2015 and discussed the development of a Mentoring Program. This discussion considered the following:

- an evaluation of what currently exists
- conduct a gap analysis
- determine what resources we would need
- determine appropriate funding.

The first step in the activity will be to hire a Director of Equity Programs whose job will include developing, implementing and coordinating a mentoring program. The Mentoring Program will include:

- Faculty to student mentoring
- Faculty to faculty mentoring in disciplines
- Peer to peer mentoring (students that previously took the course)
- Mentors for online students

The program will link students identified as needing early alert assistance with mentors. It will also include outreach to students in transfer English and Math courses for mentoring support. The program will review the idea of a physical meeting space for students. It will explore the idea of “Transfer Advocates” (faculty with signs on the door where they went to college).

The mentoring program will also include support for Tutoring services, including Embedded Tutoring. Embedded Tutoring seeks to provide out-of-class support in classes that have historically high rates of failure among disproportionately impacted student groups. In addition to course support, Embedded Tutoring helps build a sense of community among participants, which also contributes to their academic success and persistence. Between spring 2014 quarter and spring 2015 quarter, 206 students had participated in embedded tutoring. The mentoring program seeks to increase this to 300 students participating each year. The proposal includes hiring 1 Instructional Support Technician, Discipline for the Teaching and Learning Center.

The Director of Equity Programs will:

- Develop, implement, and administer an ongoing student mentoring program, including faculty to student and student to student mentors.
- Work closely with other programs on campus (Puente, Pass the Torch, DRC, Veterans Center, etc.) to integrate existing mentoring services with college-wide efforts.
- Serve as a member of the Student Success and Retention Team to integrate mentoring services for students with the Early Alert program.

The RP Group's Student Support (Re)defined research identified "six success factors" that are seen as contributing to students' success. The Mentoring Program is aimed at addressing two of these factors:

- Nurtured: Students feel somebody wants and helps them to succeed
- Connected: Students feel like they are part of the college community

In addition IHEP has outlined the important role Mentoring can play in student success:

The Role of Mentoring in College Access and Success, Institute for Higher Education Policy, Research to Practice Brief, Spring 2011.

Current research also includes:

A Matter of Degrees pdf: https://www.ccsse.org/docs/Matter_of_Degrees_3.pdf

Listing of High Impact Practices:

Tutoring. Tutoring is academic assistance that is provided outside of class, either in a one-on-one setting, in a group setting, or via technology.

Supplemental instruction. Supplemental instruction typically involves a regularly scheduled, supplemental class for a portion of students enrolled in a larger course section. Supplemental instruction may be taught by the class instructor or a trained assistant, often a former student who was successful in the class.

Additional research can be found from the Community College Survey of Student Engagement (CCSSE): <http://www.ccsse.org/center/publications/index.cfm>

<http://www.ccsse.org/center/initiatives/highimpact/promisingpractices.cfm>

Estimated Timeline

- The Director of Equity Programs will be on board in February 2016.
- Training for faculty and students will begin by the end of winter 2016.
- Mentoring activities for 50-100 students will begin in spring 2016 and expand to 150-200 students in fall 2016.

The Director of Equity Programs will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.3	Fall 2015 – ongoing with Equity Funds	\$295,000	

Funds will support the hiring of a director - \$148,000, as well as support for training and pay for mentors - \$75,000, and the hiring of an Instructional Support Technician, Discipline for the PSME Center - \$72,000.

- ***Link to Goal***

The focus of the mentoring program will be to improve course completion by providing student support and engagement.

- ***Evaluation***

At the end of each quarter we will compare the success rates of students in the program to other students in the same section. The evaluation will also consider the impact on term to term persistence, degree attainment, and transfer. We will also ask students for their assessment of the programs impact.

B.2 –Professional Development to Develop Greater Awareness of Student Needs

Activity Type(s)

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

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

ID	Target Group(s)	# of Students Affected
B.2	African American	544
	Low Income	2814
	Latino	3671

• Activity Implementation Plan

The Student Success Collaborative met over the summer of 2015 and discussed the development of a Professional Development Program. This discussion was considered the following:

- an evaluation of what currently exists
- conduct a gap analysis
- determine what resources we would need
- determine appropriate funding.

The first step in the activity will be to hire a Director of Equity Programs whose job will include developing, implementing and coordinating a professional development program. The Professional Development Program will include:

- Contextualized professional development for faculty in particular disciplines
- Financial support for part time faculty training and engagement
- Professional development for faculty teaching online
- Cultural competency training for faculty, staff, and administrators

The Director of Equity Programs will

- Work with the Professional Development Committee (PDC) to implement a range of equity related learning opportunities.
- Develop and implement an orientation program that prepares new classified staff to interact with and support Foothill's diverse student body.
- Work with the faculty professional development coordinator to provide training on effective practices for incorporating an equity perspective in the teaching and services that faculty provide.

This activity will also include the implementation of a problem based year- long community of practice to examine and plan for classroom practices to increase student equity and success for 20 faculty members. This program will begin in summer 2016 with an intensive two week training session. During 2015-16 faculty will meet weekly to engage in a dialogue about the culture of equity on campus with facilitated sessions monthly. The activity will also include conference fee support for the RP Group Strengthening Student Success Conference in October 2016.

A presentation at the Strengthening student Success Conference on October 8, 201, by the Faculty Teaching Learning Academy, included the following evaluation data on the previous community of practice sessions:

Faculty Reported Changes

- Redesigning Syllabus – 69.74%
- Classroom activities or instruction utilizing technology – 57.89%
- First day lesson plan – 51.32%
- Reading Apprenticeship strategies – 47.37%
- Collaborative Group Work – 44.74%
- Saw changes in student engagement - 89.55%
- Saw changes in student learning - 71.64%

A faculty coordinator with 50% release time will be hired to assist faculty with professional development related to equity considerations in curriculum development and pedagogical practices. The responsibilities will include:

- Coordinates a range of faculty professional development activities, including training on effective practices for incorporating an equity perspective in the teaching and services that faculty provide.
- Coordinate the community of practice program.
- Works with the Professional Development & Mentoring Program Coordinator to coordinate faculty professional development needs.

This position will also lead the activity to support our transfer goals under E1– Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact. The funding for this position is housed under E1.

There is considerable research that supports the linkage between faculty and staff professional development and student success. For example a report by Cunningham, Cooper, Leegwater, and Smith (2012) can be summarized as follows:

This report, which was commissioned as part of the Institute for Higher Education Policy's Walmart Minority Student Success Initiative, seeks to highlight how specific institutional policies and faculty-driven, classroom-based practices at MSIs can change in an effort to better support the academic and social success of first-generation students.

Four broad institution-based themes help capture the kinds of policies and practices that can contribute substantially to first-generation student success:

- Faculty are key allies and can serve as powerful change agents for bridging departmental divides and generating opportunities for professional development and networks,
- Curricular and pedagogical reforms are imperative to creating a more engaging and dynamic classroom environment for first-generation student success,
- Evidence-based and measured approaches to student success create a culture of ongoing inquiry and support that lends itself to innovation and creativity to better support first-generation students, and
- Partnerships and external allies provide numerous benefits for long-term and sustained project success.

Cunningham, A., Cooper, M. A., Leegwater, L., & Smith, E. (2012). Supporting first-generation college students through classroom-based practices (Issue Brief). Washington, DC: Institute for Higher Education Policy. Retrieved from <http://files.eric.ed.gov/fulltext/ED535822.pdf>

Estimated Timeline

- The Director of Equity Programs will be on board in February 2016.
- The community of practice will start for 20 faculty members in summer 2016 and continue through fall, winter, and spring 2016-17.
- Professional development activities will be help throughout the year.

The Director of Equity Programs will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.8	Fall 2015 – Fall 2016	\$125,000	

Funds will provide support for professional development activities (\$50,000) and a community of practice (75,000). The funding for the Director of Equity Programs is included in B1 and the funding for the Faculty Coordinator is included in E1.

• *Link to Goal*

The focus of the professional development program will be to improve course completion by providing faculty and staff information about the assets different student populations bring to the

classroom experience. The professional development will provide faculty and staff with the tools important for them to reduce barriers to student success.

This activity will provide an indirect link to student success by educating participants to become more culturally aware and equity minded. The projects that participants work on should result in the implementation of direct interventions, or classroom teaching and curricular changes that lead to improved learning.

- ***Evaluation***

The evaluation will collect and assess the outcomes of the professional development activities – it will look at what participants have learned and the changes that they make as a result of series of professional development activities.

The evaluation for the community of practice will include tracking the impact of the projects or interventions that are developed during participation in the community. The interventions should contribute to increases in student course success and term to term persistence.

B.3 – Support 3SP Early Alert Activities**• Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
B.2	African American	544
	Low Income	2814
	Latino	3671

• Activity Implementation Plan

The Director of Equity Programs will be responsible for supporting a comprehensive early alert program that is primarily 3SP funded, which will include:

- Early alert students without an education plan to improve degree completion
- Early Alert for student cohorts
- Early Alert for students in high impact course sections

The Director will serve as a member of the Student Success and Retention Team to integrate mentoring services for students with the Early Alert program.

This activity will also involve hiring an administrative assistant to support the Director in coordinating early alert as well as mentoring and professional development activities. In addition to traditional early alert approaches this activity will also consider providing services to support:

- Early Alert for transfer students (Intrusive counseling)
- “Late alert” program for students nearing degree completion
- “Mid Alert” - Second year orientation to assist with degree and transfer completion, including students involved with the Disability Resources Center and students in transfer English and Math courses.

The activity will support the Educational Master Plan goal of

“Collaborate with K-12, adult education and four-year institutions in ways that serve students and society”

by providing under-served students at Foothill College with better information about services available to them as well as opportunities to reach their educational goals.

The activity will include linking students with mentors.

Research indicates that if students are provided a clear pathway they are more likely to achieve their goals. (See Completion by Design research). Foothill data on student goals indicates that the groups selected for support in this area have some of the highest aspirations for transfer, yet their rates of transfer are some of the lowest partly a result of difficulty completing courses.

Summary of Research Article

An early-alert system (MavCLASS) was developed and piloted in a large gateway math class with 611 freshman students to identify academically at-risk students and provide alert messages. It was found that there was significant association between the alert messages students received and their visits to the university's tutor center. Further, the achievement of students who visited the tutor center was improving over the semester. Evidence from the study suggests that an early-alert system focused on personalized feedback from instructional staff correlates with the help-seeking behaviors of at-risk students in large gateway classes.

Cai, Q. V., Lewis, C. L., & Higdon, J. (2015). Developing an early-alert system to promote student visits to tutor center. *The Learning Assistance Review*, 20(1), 61.

Estimated Timeline

- An administrative support position will be filled by February 2016.
- Early Alert activities will begin in winter and spring 2016 and expand in fall 2016.

The Director of Equity Programs will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	3SP Funds
B.1	Fall 2015 – ongoing	\$68,000	\$72,000 Early Alert Coord plus Student Success Specialist \$60,00 = \$132,000

This activity includes hiring an administrative assistant.

• *Link to Goal*

The focus of the early alert program will be to improve course completion by providing student support and engagement earlier in the quarter. This program will provide an important way to link students to services and information important to meeting their educational goals.

• *Evaluation*

At the end of each quarter we will compare the success rates of students in the program to other students in the same section. We will also track term to term persistence, the number of students obtaining degrees and transferring, and student feedback on the program.

Evaluation will also be based on tracking the cohorts of students each year as well as survey information on the perceived value of the services. The evaluation will also look at how many students change their student educational plans after the “alert” intervention.

B.4 – Plan for the Expansion of First Year Experience

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
B.7	African American	
	Latino	
	Low income	

• **Activity Implementation Plan**

Continue to develop and expand the FYE program; explore the inclusion of ESLL cohorts and other new pathways for low income students. Expansion would require the involvement of more faculty, especially counselors, and eventually a coordinator with reassign time and a full time dedicated FYE counselor.

The Foothill College First-Year Experience Pilot program (FYEp) is a cohort program for underserved first-year college students, including: first-generation college students, low income students, single parents and those raised by single parents, students with disabilities, foster youth or former foster youth, and veterans.

In these learning communities, students take one of two English courses together per quarter: one group of students take ENGL 209 in fall, ENGL 110 in winter, and ENGL 1A in spring, and the other group takes the ENGL 1S/1T pathway in fall/winter, and ENGL 1B in spring. All the students take ART 1 in fall, HIST 10 in winter, and SOC 1 in spring. Students in ENGL 1T and ENGL 1A also take Library 10.

All students also take Introduction to College (CNSL 5), as part of the FYE program, which covers topics such as orientation to Foothill College academic policies, resources, programs and services, introduction to California systems of higher education, and formulation of educational plan.

The FYEp program also provides students with the resources and support needed to succeed in college. The program's goal is to contribute to an overall raising of course success rates for underserved populations, including African-American, Hispanic, and Low Income students.

In this first-year pilot, we started with 45 students **{more to come here on demographics}**

The Pathway Guidebook also includes the research data that supports the accelerated and learning community efforts as well. Review Home Page. Pathway Curriculum Research and Rationale:

http://pathwayguidebook.weebly.com/uploads/4/5/1/5/45150367/pathway_rationale_+_articulation.pdf

Additional research, Promising Practices

<http://www.ccsse.org/center/initiatives/highimpact/promisingpractices.cfm>

First-Year Experience

First-year experience programs create a small community within the larger campus for first-year students, helping them build relationships with other students as well as faculty and staff. Students who participate in first-year experience programs demonstrate more positive relationships with faculty, greater knowledge and use of campus resources, more involvement in campus activities, and better time-management skills than their non-participating peers.

Brownell, J.E., & Swaner, L.E. (2010). *Five high-impact practices: Research on learning outcomes, completion, and quality*. Washington DC: Association of American Colleges and Universities.

Estimated Timeline

- Evaluation will continue in winter and spring 2016.
- Depending on the results, additional students will be added to the cohort in fall 2016.

The FYE Committee will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	3SP Funds
B.7	Fall 2015 - ongoing	\$40,000	\$90,000 (Counselor)

Funds support continued professional development, marketing, and outreach activities.

• Link to Goal

The focus of the FYE program will be to improve course completion by providing student support and engagement to students in the cohort.

• Evaluation

At the end of each quarter we will compare the success rates of students in the program to other students in the same section. The evaluation will also look at term to term persistence.

B.5 – Provide Equity Research on Student Needs and New Programs**• Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
B.10	African American	
	Latino	
	Low income	

• Activity Implementation Plan

This activity will involve several components, including evaluation of activities, research on student needs, identifying student curricular bottlenecks, and research on the development of new programs such as service learning and Umoja.

This activity will involve hiring additional research capacity to meet Master Plan Goal:
Promote decision-making that respects the diversity and diverse needs of the entire college community.

Research on Student Needs and Identifying Student Curricular Bottlenecks

- Qualitative research: ask the students what they need.
- Focus on support for gate keeper courses beyond basic skills. First identify them and then look at data to see if more sections need to be taught.
- Qualitative research about the needs of Part Time students.
- Track students by major through the curriculum to identify bottle necks.
- Research to identify success gaps by gender – online courses, STEM courses.
- Research the demand for new Associate Degrees for Transfer.
- Faculty research on Offering Additional Curricular Options in Basic Skills (including pathway through college-level math for students who place into developmental math).
- Faculty research on the Expansion of Noncredit ESL Curriculum.

Research the Development of a Service Learning Program

This research project will provide a stipend for a faculty member to help plan and design opportunities for Services Learning at Foothill College. The work will start by exploring a relationship with our students and the College Track Program. It will also examine previous programs at Foothill College to learn from there implementations.

This research is based on the Educational Master Plan goal:

Collaborate with other institutions in ways that serve students and society by exploring student participation in leadership and activities outside the classroom (including service/work-based learning) that engages students with the College and the community.

Research on Offering a Program to Support African American Students

This research project will provide seed funding for faculty professional development about state-wide program models for African American students. This project will provide a stipend for a faculty member to help plan and design the development of an Umoja or other African-American student focused program at Foothill College.

Estimated Timeline

- The Instructional Services Coordinator (Equity) will be on board in December 2015.
- Research on student needs based on student educational plan data will be available by March 2016.
- Research and evaluation activities will be ongoing throughout the year.

The Associate Vice President for Instruction will have primary responsibility for coordinating this activity along with the College Researcher and Vice President for Instruction.

ID	Planned Start and End Date(s)	Student Equity Funds	3SP Funds
B.14	Fall 2015 - ongoing	\$106,000	

Funds support hiring an instructional services coordinator (equity), and pay for project work.

• **Link to Goal**

Research can provide accurate and timely information on student needs and success and thus provide the campus with data to make decisions on resource allocations. Research can also evaluate interventions to identify which programs are having an impact on student success and which are not. Research can also present the “student voice” for the campus to reflect on what students are saying they need and works rather than on what we think might work.

• **Evaluation**

Evaluation of research should be based on the outcomes for the research – what changes have taken place as a result of the research. These changes can include what participants and clients and the campus have learned about our students and what they have learned in terms of being a good consumer of research.

B.6 – Develop Online Access to Data about Subpopulations of Students**• Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
B.10	African American	
	Latino	
	Low income	

• Activity Implementation Plan

This activity will have 3 components and supports the Educational Master Plan Goals:

- Employ data-driven decision-making
- Promote decision-making that respects the diversity and diverse needs of the entire college community.

– Provide Access to Course Success Data for Faculty to Compare Their Sections to Others
The online inquiry tool is a web-based reporting tool where faculty, administrators, and staff can access data on specific student outcome measures and have the capability to 1) disaggregate the data by various student characteristics/groupings, 2) compare outcomes between select student groups, and 3) compare their own section to all other sections aggregated. Faculty, staff and administrators could retrieve data themselves, engage with it directly and use data to drive programs related to activities proposed by the Student Equity Plan.

– Provide Online Access to Program Review Data

This activity will seek to provide online access to program review data that includes success rates for subpopulations of students by department and course. The access should include graphics and a standard data display and not require user training to view basic information.

– Develop Online Reporting Tools Using Student Educational Plan Data

Facilitate the development of online reports using student educational plan data from Degree Works to project need for courses. This is related to the activity for Degree and Certificate Completion – Use Student Educational Plan Data to Project Student Needs.

Estimated Timeline

- The online inquiry tool for course access by faculty should be available in winter term 2016.
- Research on student needs based on student educational plan data will be available by March 2016.
- Research and evaluation activities will be ongoing throughout the year.
- Online access to program review data should be available in winter term 2016.

- Develop online reporting tools using student educational plan data should be available in winter term 2016.

The Associate Vice President for Instruction will have primary responsibility for coordinating this activity along with the College Researcher and Vice President for Instruction.

ID	Planned Start and End Date(s)	Student Equity Funds	3SP Funds
B.6	Fall 2015 – Fall 2016	\$40,000	\$25,000 (part of 3SP programmer salary)

Funds support paying for overtime for existing staff, and / or a temporary employee and / or independent contractors to deliver the systems.

- ***Link to Goal***

Better access to information about our students should lead to discussions about the best way to serve students and ways in which the institution can make changes to improve its effectiveness.

- ***Evaluation***

Evaluation of easier access to data should be based on how and whether the information is used to make improvements. The evaluation should include a review of changes that have taken place as a result of access to the data. The evaluation should include an assessment of what data users have learned about our students.

B.7 – Reduce Financial Barriers to Course Success for Low Income Students**• Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
B.11	Low income	

• Activity Implementation Plan

Reduce financial barriers to course success for low income students by providing direct support, including book vouchers, course materials, calculators and lap top computers.

This activity will be coordinated with the Financial Aid Office as well as the Director of Equity Programs and the Early Alert Coordinator.

Students can use the funds on a predetermined list of materials only purchased through the bookstore. Leftover / unused funds can be carried over to the next quarter and used to increase the number of students served or the amount of the voucher for future distributions.

A process will be developed to determine need / eligibility for targeted student groups and for tracking the impact of the aid.

Research Includes:

Beyond Financial Aid: How colleges can strengthen the financial stability of low-income students and improve student outcomes, Priyadarshini Chaplot, Darla Cooper, Robert Johnstone and Kelley Karandjeff, June 2015, Lumina Foundation.

One of the six strategies for supporting low income students:

“Provide supports to help low-income students overcome practical barriers”

Estimated Timeline

- Financial support activities will be ongoing throughout the year.
- By end of winter quarter 2016 a process for applying for support (such as book vouchers) will be developed

The Early Alert Coordinator with support from the Director of Equity Programs and the Director of Financial Aid will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.2	Fall 2015 – Fall 2016	\$100,000	

- **Link to Goal**

Lack of financial resources can lead students to miss classes or drop out of college.
Providing needed financial support can allow students to focus on classroom learning.

- **Evaluation**

The primary evaluation framework will look at term to term persistence of students receiving direct support from equity funds. It will also rely on survey data to determine student perceptions of the benefits of the support.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

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

We have broken each skill area out separately and summarized the goals at the end.

Rate	Denominator	Numerator
Rate of <u>ESL</u> Completion	The # of students who complete a final ESL course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final ESL course with an A, B, C or credit, 2008-09 Cohort**	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit**	The rate of progress from ESL to degree-applicable course completion, 2008-09 Cohort	Total (all student average) completion rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	4	1	25%	48%	-23
Asian	90	47	52%	48%	+4
Black or African American	4	3	75%	48%	+27
Filipino	2	1	50%	48%	+2
Hispanic or Latino	65	24	37%	48%	-11
Native Hawaiian or other Pacific Islander	8	2	25%	48%	-23
White	67	36	54%	48%	+6
Some other race***	NA	NA	NA	48%	NA
More than one race***	NA	NA	NA	48%	NA
Unknown race	47	23	49%	48%	+1
All Students	287	137	*48%		
Males	113	59	52%	48%	+4
Females	174	78	45%	48%	-3
Unknown gender	NA	NA	NA	48%	NA
Current or former foster youth	NA	NA	NA	48%	NA
Individuals with disabilities	9	6	67%	48%	+19
Low-income students****	90	44	49%	48%	+1
Veterans	NA	NA	NA	48%	NA

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**The 2008-09 cohort includes credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in ESL during 2008-09 and completed a college-level course in the same discipline.

***The "some other race" and "more than one race" categories are not available for the ESL Completion indicator in the 2015 Student Success Scorecard.

**** Low-income is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA). Source: 2015 Student Success Scorecard (2008-09 cohort).

Rate	Denominator	Numerator
Rate of Basic Skills English Completion	The # of students who complete a final basic skills English course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final basic skills English course with an A, B, C or credit, 2008-09 Cohort**	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit**	The rate of progress from Basic Skills English to degree-applicable course completion, 2008-09 Cohort	Total (all student average) completion rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	7	1	14%	56%	-42
Asian	83	59	71%	56%	+15
Black or African American	59	22	37%	56%	-19
Filipino	35	15	43%	56%	-13
Hispanic or Latino	192	99	52%	56%	-4
Native Hawaiian or other Pacific Islander	34	14	41%	56%	-15
White	267	171	64%	56%	+8
Some other race***	NA	NA	NA	56%	NA
More than one race***	NA	NA	NA	56%	NA
Unknown race	81	43	53%	56%	-3
All Students	758	424	*56%		
Males	387	196	51%	56%	-5
Females	371	228	61%	56%	+5
Unknown gender	NA	NA	NA	56%	NA
Current or former foster youth	NA	NA	NA	56%	NA
Individuals with disabilities	88	57	65%	56%	+9
Low-income students****	265	131	49%	56%	-7
Veterans	NA	NA	NA	56%	NA

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**The 2008-09 cohort includes credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English during 2008-09 and completed a college-level course in the same discipline.

***The "some other race" and "more than one race" categories are not available for the Basic Skills English Completion indicator in the 2015 Student Success Scorecard.

**** Low-income is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2015 Student Success Scorecard (2008-09 cohort).

Rate	Denominator	Numerator
Rate of Basic Skills Mathematics Completion	The # of students who complete a final basic skills Mathematics course with an A, B, C or credit in the base year	The # of students out of \leftarrow (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final basic skills Mathematics course with an A, B, C or credit, 2008-09 Cohort**	The number of students out of \leftarrow (the denominator) that complete a degree applicable course with an A, B, C, or credit**	The rate of progress from Basic Skills Mathematics to degree-applicable course completion, 2008-09 Cohort	Total (all student average) completion rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	6	1	17%	43%	-26
Asian	31	13	42%	43%	-1
Black or African American	44	9	20%	43%	-23
Filipino	16	5	31%	43%	-12
Hispanic or Latino	156	58	37%	43%	-6
Native Hawaiian or other Pacific Islander	20	4	20%	43%	-23
White	223	119	53%	43%	+10
Some other race***	NA	NA	NA	43%	NA
More than one race***	NA	NA	NA	43%	NA
Unknown race	76	38	50%	43%	+7
All Students	572	247	*43%		
Males	263	115	44%	43%	+1
Females	309	132	43%	43%	0
Unknown gender	NA	NA	NA	43%	NA
Current or former foster youth	NA	NA	NA	43%	NA
Individuals with disabilities	79	33	42%	43%	-1
Low-income students****	220	82	37%	43%	-6
Veterans	NA	NA	NA	43%	NA

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**The 2008-09 cohort includes credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in Mathematics during 2008-09 and completed a college-level course in the same discipline.

***The "some other race" and "more than one race" categories are not available for the Basic Skills Mathematics Completion indicator in the 2015 Student Success Scorecard.

**** Low-income is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2015 Student Success Scorecard (2008-09 cohort)

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

GOAL C.

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

ESL

Target Population(s)	Current gap, year	Goal*	Goal Year
Native Hawaiian or other Pacific Islander	-23%, 2008-09	Gap no > -12	2014-15 Cohort
Females	-3%, 2008-09	Gap no > - 0	2014-15 Cohort
Latino	- 7%, 2008-09	Gap no > - 4	2014-15 Cohort

English

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-19%, 2008-09	Gap no > -16	2014-15 Cohort
Low Income	-7%, 2008-09	Gap no > - 4	2014-15 Cohort
Filipino and Native Hawaiian or other Pacific Islander	-13%, 2008-09	Gap no > - 10	2014-15 Cohort

Math

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-23, 2008-09	Gap no > -10	2014-15 Cohort
Low Income	- 6, 2008-09	Gap no > - 3	2014-15 Cohort
Latino	- 6, 2008-09	Gap no > -3	2014-15 Cohort

We have selected these groups because of their larger numbers at the college and to be consistent with the groups selected for Course, Degree, and Transfer Completion.

Analysis

Basic Skills completion rates show a wide range of outcomes across student groups. While the N's are relatively small in some cases, these results have been consistent over the last several years. Across all 3 areas, African American, Latino, and Low Income students have significant achievement gaps that then impact degree and transfer completion. While the college is supporting other instructional and student services activities aimed at supporting basic skills students, the Equity Plan activity is aimed at helping these students move through the basic skills to college level coursework by providing a more accurate placement.

C.1 Pilot Multiple Measures of Assessment**• Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
C.1		

• Activity Implementation Plan

Using 3SP research, develop and adapt new models for placing students using multiple measures of assessment. Research (See <http://cccassess.org/> and <http://rpgroup.org/projects/multiple-measures-assessment-project>) indicates that high school information can be used effectively to place students, often resulting in higher placements for some students. These students are likely to be from low income backgrounds. The pilot project will work with faculty in Math, English, and ESL to assess the impact on student achievement and learning, both short term and long term for students placed using new methodologies. The pilot activities might include students enrolled in both the Math and English Summer Bridge programs.

Currently Foothill College is interested in implementing and validating multiple measures for placement that are based on high school courses, high school grades, prior college transcripts and, counselor and faculty consultation. Much of the prior data is identified through CalPass+. Additional measures that are undergoing analysis include the Early Assessment Program (EAP) and some self-reported information (e.g. attendance at US vs non-US high school). The documentation of multiple measures is being coordinated and standardized so that the identified elements are fully integrated in the assessment process.

Foothill College will pilot a new multiple measures system in spring 2016 with the goal of expanding or full implementation for fall 2016 placement.

Estimated Timeline

- Evaluation will continue in winter and spring 2016.
- Depending on the results, additional students will be added to the cohort in fall 2016.

The 3SP Research Analyst, the College Researcher, and the Supervisor of the Assessment Center will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	3SP Funds
C.1	Fall 2015 -	\$5,000	\$50,000 (part of 3SP Programmer and Research Analyst salaries)

These funds will pay for paper or supplies to support the activity and a small stipend for those involved in the research project.

- ***Link to Goal***

The focus of the multiple measures pilot will be to improve course placement and completion by providing more accurate placements.

- ***Evaluation***

At the end of each quarter we will compare the success rates of students placed using pilot methodology and the current approach by ethnicity.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

Target Population(s)	The # of first-time students who enrolled in 2008-09 academic year **	The number of students out of ← (the denominator) who earned a degree or certificate within six years**	The rate of degree and certificate completion, 2008-09 Cohort	Total (all student average) completion rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	14	4	29%	63%	-34
Asian	220	193	88%	63%	+25
Black or African American	60	22	37%	63%	-26
Filipino	31	20	65%	63%	+2
Hispanic or Latino	179	82	46%	63%	-17
Native Hawaiian or other Pacific Islander	26	7	27%	63%	-36
White	414	261	63%	63%	0
Some other race***	NA	NA	NA	63%	NA
More than one race***	NA	NA	NA	63%	NA
Unknown race	113	72	64%	63%	+1
All Students	1057	661	*63%		
Males	568	337	59%	63%	-4
Females	489	324	66%	63%	+3
Unknown gender	NA	NA	NA	63%	NA
Current or former foster youth	NA	NA	NA	63%	NA
Individuals with disabilities	83	33	40%	63%	-23
Low-income students****	396	202	51%	63%	-12
Veterans	NA	NA	NA	63%	NA

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Degree and certificate completion data is obtained from Student Progress and Attainment Rate (SPAR). SPAR is defined as having earned an AA/A, Certificate of Achievement, transferred to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

*** The "some other race" and "more than one race" categories are not available for the Degree and Certificate Completion indicator in the 2015 Student Success Scorecard.

****Low-income is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2015 Student Success Scorecard (2008-09 cohort)

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

GOAL D.

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	-26, 2008-09	Gap no > -10	2014-15 Cohort
Latino	-17, 2008-09	Gap no > - 10	2014-15 Cohort
Low income	-12, 2008-09	Gap no > -10	2014-15 Cohort

We have selected these groups because of their larger numbers at the college and to be consistent with the groups selected for Student Completion.

Analysis

Degree and Certificate completion rates show a wide range of outcomes across student groups. While the N's are relatively small in some cases, these results have been consistent over the last several years. Across all 3 areas, African American, Latino, and Low Income students have significant achievement gaps. While the college is supporting other instructional and student services activities aimed at degree and certificate completion, the Equity Plan activity is aimed using data to identify needs gleaned from student educational plans.

D.1 – Use Student Educational Plan Data to Project Student Needs**• Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
D.2	African American	
	Latino	
	Low income	

• Activity Implementation Plan

This activity will have two components:

1. The Director of Equity Programs will work with the Student Success and Retention Team, including the Early Alert Coordinator, to identify students near degree completion and provide appropriate support services, including a mentor. This work will include students nearing completion of the ADTs so that their work can be verified for acceptance into CSU programs.
2. The Team will work with the 3SP funded programmer analyst to design information systems and reports using data from student educational plans. These reports will include transcript and demographic information on students nearing degree completion as well as projections of courses needed by students to complete their degree. This activity will support training for the development of an online tool for Divisions to be able to identify demand for courses to facilitate scheduling of courses for student to reach their degree goals. This activity will be done in parallel with an activity outlined under B5.

Estimated Timeline

- Provide preliminary data to the Early Alert team by the end of winter 2016.
- Develop specifications for online data access by end of winter 2016.
- Provide training on the use of the data in Spring 2016.

Director of Equity Programs with support from the Associate Vice President of Instruction, Dean of Enrollment Services, and Dean of Counseling will have primary responsibility for coordinating this activity.

ID	Planned Start and End Date(s)	Student Equity Funds	3SP Funds
D.1	Fall 2015 -	\$10,000	\$10,000 (3SP programmer, partial)

Funds support paying for overtime for existing staff, and / or a temporary employee and / or independent contractors to deliver the systems.

- ***Link to Goal***

The goal is to improve degree and certificate completion for the target populations identified in the college research as experiencing a disproportionate impact by providing timely information and identification of students nearing degree completion that might benefit from additional support.

- ***Evaluation***

The evaluation will examine the number and demographics of students obtaining the new degrees.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, 2008-09 Cohort	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years	The transfer rate, 2008-09 Cohort	Total (all student average) pass rate*, 2008-09 Cohort	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	8	2	25%	54%	-29
Asian	182	126	69%	54%	+15
Black or African American	36	14	39%	54%	-15
Filipino	14	9	64%	54%	+10
Hispanic or Latino	134	51	38%	54%	-16
Native Hawaiian or other Pacific Islander	13	3	23%	54%	-31
White	342	186	54%	54%	0
Some other race**	NA	NA	NA	54%	NA
More than one race**	NA	NA	NA	54%	NA
Unknown race	101	56	55%	54%	+1
All Students	830	447	*54%		
Males	448	237	53%	54%	-1
Females	382	210	55%	54%	+1
Unknown gender	NA	NA	NA	54%	NA
Current or former foster youth	NA	NA	NA	54%	NA
Individuals with disabilities	64	19	30%	54%	-24
Low-income students***	277	121	44%	54%	-10
Veterans	NA	NA	NA	54%	NA

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**The “some other race” and “more than one race” categories are not available for the Transfer indicator at CCCC Data Mart.

***Low-income is defined as a participant of CalWORKs or a recipient of BOG Aid, Loans, Pell Grant, Scholarship, Workstudy Aid or other Financial Aid.

Source: **Transfer Velocity** Project (2008-09 cohort), CCCC Data Mart

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

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
African American	-15, 2008-09	Gap no > -10	2014-15 Cohort
Latino	-16, 2008-09	Gap no > - 11	2014-15 Cohort
Low income	-10, 2008-09	Gap no > - 5	2014-15 Cohort

We have selected these groups because of their larger numbers at the college and to be consistent with the groups selected for Student Completion.

Analysis

While Foothill College has one of the best overall transfer rates of California Community Colleges, transfer rates show a wide range of outcomes across student groups. While the N's are relatively small in some cases, these results have been consistent over the last several years. Across all 3 areas, African American, Latino, and Low Income students have significant achievement gaps. While the college is supporting other instructional and student services activities aimed at degree and certificate completion, the Equity Plan activity is aimed using data to identify student needs from program outcome assessments.

E.1 – Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact**• Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
E.1	African American	
	Latino	
	Low income	

• Activity Implementation Plan

This activity will provide a milestone or intermediate assessment of degree and transfer obtainment by examining program outcomes by student population to assess whether there are particular areas where some student populations may not be learning key concepts and need materials presented in different ways so that they can continue to progress towards their transfer degree. The focus will be on program outcomes and will assess students at various stages of completing an ADT.

The faculty coordinator (also working on other faculty professional development initiatives) will work with faculty to develop program level assessments for ADTs. The assessments will be administered in a range of classes. Working with the SLO Committee, the coordinator will develop a plan for the assessment of ADT Program Outcomes that includes support for all programs with an ADT over the 7 year accreditation cycle (including Program Review).

Estimated Timeline

- The faculty coordinator will begin in winter term 2016
- A plan for ADT assessment will be developed with campus support by the end of spring 2016.
- At least one ADT assessment will take place by the end of spring 2016 with 5 additional programs assessed in fall 2016.

The faculty coordinator will have primary responsibility for coordinating this activity along with the SLO Committee, College Researcher, AOL, and Vice President for Instruction.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.1	Fall 2015 -	\$67,300	\$

Funds support paying for 50% release time for a faculty coordinator (who will also support other faculty professional development activities).

- ***Link to Goal***

This activity will provide the college better information on the learning of students progressing through ADT programs and thus provide an opportunity to learn about student strengths and weaknesses so that this information can be used in the “alert” interventions by the Student Success and Retention Team.

- ***Evaluation***

A qualitative evaluation will catalog changes to course instruction, sequencing, and curriculum as a result of the assessments and reflections.

Summary Budget

1000	Academic Salaries	\$120,000
2000	Classified and Other Nonacademic Salaries	\$166,000
3000	Employee Benefits	\$100,300
4000	Supplies & Materials	\$20,000
5000	Other Operating Expenses and Services	\$475,000
		\$881,300
	Outreach	\$25,000
	Research and Evaluation	\$146,000
	SE Coordination & Planning	\$55,000
	Curriculum /Course Dev.	\$45,000
	Professional Development	\$260,000
	Instructional Support	\$250,300
	Direct Student Support	\$100,000
		\$881,300

2015-16 Student Equity Plan Summary Budget
Foothill-DeAnza CCD
Foothill College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student 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 & Categoryicals, 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/Finance/Facilities/FiscalStandards/BudgetandAccountingManual.aspx>.

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoryicals	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											
	Director of Equity Programs	0.00	B1	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ 50,000	\$ 50,000	\$ -	120,000	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
	Subtotal			\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ 50,000	\$ 50,000	\$ -	\$ 120,000	
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoryicals	Research and Evaluation	SE Coordination & Planning	Curriculum/Cour se Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total	
	Instructional Services Coord (Equity)	0.00	B5	\$ -	\$ -	\$ 51,000	\$ 15,000	\$ -	\$ -	\$ -	\$ -	66,000	
	Administrative Assistant		B3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 48,000	\$ -	48,000	
	Instructional Services Technician Discipline		B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,000	\$ -	52,000	
	Subtotal			\$ -	\$ -	\$ 51,000	\$ 15,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 166,000	
3000	Employee Benefits		Activity ID	Outreach	Student Services & Categoryicals	Research and Evaluation	SE Coordination & Planning	Curriculum/Cour se Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total	
	Director of Equity Programs		B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,000	\$ -	28,000	
	Instructional Services Coord (Equity)		B5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000	\$ -	25,000	
	Administrative Assistant		B3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	20,000	
	Instructional Services Technician Discipline		B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	20,000	
	Faculty Coordinator Benefits		E1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,300	\$ -	7,300	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
	Subtotal			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,300	\$ -	\$ 100,300	
4000	Supplies & Materials		Activity ID	Outreach	Student Services & Categoryicals	Research and Evaluation	SE Coordination & Planning	Curriculum/Cour se Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total	
	FYE		B4		\$ -	\$ -	\$ 20,000		\$ -	\$ -	\$ -	20,000	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
	Subtotal			\$ -	\$ -	\$ -	\$ 20,000		\$ -		\$ -	\$ 20,000	
5000	Other Operating Expenses and Services		Activity ID	Outreach	Student Services & Categoryicals	Research and Evaluation	SE Coordination & Planning	Curriculum/Cour se Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total	
	Access-Outreach		A1	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	25,000	
	PD and Pay for Menors and Tutors		B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ 25,000	\$ -	75,000	
	Professional Development		B2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 125,000	\$ -	\$ -	125,000	
	FYE-Pay for project work		B4	\$ -	\$ -	\$ -		\$ 20,000	\$ -	\$ -	\$ -	20,000	
	Research-Pay for project work		B5	\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	15,000	
	Online Data-Overtime, TEA, or Independent		B6	\$ -	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	40,000	
	Financial Support for Students		B7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	100,000	
	Multiple Measures-Pay for project work		C1			\$ 5,000						5,000	
	Ed Plan Data-Pay for project work		D1	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ -		\$ -	10,000	
	Faculty Coordinator Release Time		E1	\$ -	\$ -	\$ -	\$ -	\$ 25,000	\$ 35,000	\$ -	\$ -	60,000	
	Subtotal			\$ 25,000	\$ -	\$ 55,000	\$ -		\$ 175,000		\$ 100,000	\$ 475,000	
6000	Capital Outlay		Activity ID	Outreach	Student Services & Categoryicals	Research and Evaluation	SE Coordination & Planning	Curriculum/Cour se 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/Cour se Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
	Subtotal			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Grand Total					\$ 25,000	\$ -	\$ 106,000	\$ 55,000	\$ -	\$ 225,000	\$ 250,300	\$ 100,000	\$ 881,300

Summary Evaluation

In each activity, in previous sections for the success indicators, colleges should have already described the data that will be collected to measure the impact of the *activity* on the goals, and an estimated timeline for when and how frequently that data will be collected and reviewed.

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

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

TO BE COMPLETED

SUMMARY EVALUATION SCHEDULE AND PROCESS

The evaluations will include a component that seeks to learn the student voice through surveys and focus groups.

TO BE COMPLETED

DRAFT