



2019-22 Student Equity

1. In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	2017-18 Baseline Data for Overall Student Population (4 year average)	Goals for Overall Student Population	Activities that support the goal
Access: Successful Enrollment	59%	Increase the percentage of students who enroll in courses after applying to Foothill College by 10% .	<ul style="list-style-type: none"> - Contact students who are dropped for non-payment to encourage re-enrollment. - Evaluate current online orientation model and update as needed to address growing online population.
Retention: Fall to Spring <i>Per Student Success Metric dashboard, retention metric for Foothill College is Fall to Winter as college is a quarter system.</i>	64%	Increase Fall to Spring retention by 10% .	<ul style="list-style-type: none"> - Explore Early Alert strategies to track students who may require additional support services. - Work with marketing to promote campus-wide services available through ASFC: <ul style="list-style-type: none"> - Textbook loaner and rental programming - Calculator/Laptop loaner program - Free Dental Hygiene Cleanings - Emergency Loans
Transfer to a four-year institution <i>Per CCCC webinar "SEA Data DI & Metrics" on 03/08/19, transfer data for 2017-18 is incomplete due to lag transfer reporting; and therefore, use 2016-17 for baseline.</i>	N = 2,671	Increase Transfer count to four-year institutions by 10% or 260 students.	<ul style="list-style-type: none"> - Expand the number of 4-year campuses who visit the Transfer Center - Create videos of Career Center workshops to be available online for students unable to attend in-person.



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Completion of transfer level math and English	9%	Increase completion rate by 3%..	- supporting AB705 - Professional development/Student equity training for all staff, faculty, and administrators, culturally relevant pedagogy for faculty
Earned credit certificate over 18 units, associate degree, CCC bachelor's degree	N = 1,332	Increase the number of students who complete a certificate or degree by 10% or 130 students.	- Work with research and counseling to expand contact and outreach to students who are are earn or are close to earning the unit threshold for degree/certificate.



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2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Metric	2017-18 Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
Access: Successful Enrollment <i>(DI Method is PPG/MoE)</i> <i>Overall rate = 64%</i>	African American PPG = -6 Add'l # to Avoid Gap = 192	Close gap by increasing African American student enrollment by 192 students.	<ul style="list-style-type: none"> - Equity office will work with practitioners to identify promising pedagogical and student support strategies to mitigate access concerns. - Engage Family Engagement Institute to increase pipeline enrollment from cradle to career programs.
Retention: Fall to Spring <i>(DI Method is PPG/MoE)</i> <i>Overall rate = 59%</i> <i>Per Student Success Metric dashboard, retention metric for Foothill College is Fall to Winter as college is a quarter system.</i>	African American PPG = -4 Add'l # to Avoid Gap = 23	Close gap by increasing African American student retention by 23 students.	<ul style="list-style-type: none"> - Professional Development: Beyond Diversity 1 training for all across campus and development of homegrown expanded equity training by Equity Office and affiliates. - Partner with ASFC on Heritage Month series to create community among DI students.
Transfer to a four-year institution <i>(report as count; DI Method is PI)</i> <i>Overall N = 2,671</i> <i>Per CCCCO webinar "SEA Data DI & Metrics" on 03/08/19, transfer data for 2017-18 is incomplete due to lag transfer reporting; and therefore, use 2016-17 for baseline.</i>	Latinx PI = 0.74 Actual N = 471 N Needed = 511	Close gap by increasing Latinx transfers by 511 students.	<ul style="list-style-type: none"> - Removal of Honors Program entrance criteria so that all students can enroll in Honors courses. - Strategic marketing to change the mindset of who is an "Honors" student and who belongs in the program. - Support the development of second-year programming for learning communities (Umoja and Puente).



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<p>Completion of transfer level math and English <i>(DI Method is PPG/MoE)</i> Overall rate = 9%</p>	<p>Latinx PPG = -3 Add'l # to Avoid Gap = 25</p>	<p>Close gap by increasing Latinx transfer level Math and English completion by 25 students.</p>	<ul style="list-style-type: none"> - Explore adding a math track to learning community course offerings. - Professional development: Implicit bias training for all new employees and for current faculty and tutors. - Promotion of Foothill Promise and book voucher program to DI populations and learning communities.
<p>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree <i>(report as count; DI Method is PI)</i> Overall N = 1,332</p>	<p>TBD...</p>		<ul style="list-style-type: none"> - Equity office team will support college efforts to institutionalize disaggregated data analysis at the program-level to identify areas with greatest DI. - Work with Financial Aid to promote and encourage FAFSA/Dream Act completion. Data shows students receiving aid persist at a greater rate.



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3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max). *Student equity goals will be evaluated on an annual basis, led by the Office of Equity in partnership with Institutional Research. Evaluation will include data analysis, program review (either college program review based on 5-year cycle or similar internal review), and review by governance committees. Annual review will allow for adjustments or re-structuring of activities based on progress to goals.*
4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max) *All student equity-related categorical programs connected to SEA funding fall under the purview of the Dean of Institutional Equity, Diversity and Inclusion. Additionally, the Dean reports directly to the President and serves on the President's cabinet, further displaying the college's efforts to place equity at the forefront of conversations and decision-making at its highest levels. Access to these levels of leadership will help to ensure support and collaboration across campus and support for approved strategies and initiatives. The Office of Equity is viewed as a support for the entire campus and has established strong working relationships with leadership across departments, divisions, and programs.*
5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below: *To be entered at a later date.*
6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:



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Point of Contact:

Name: Dr. Melissa Cervantes _____

Title: Dean of Institutional Equity, Diversity, and Inclusion _____

Email Address: cervantesmelissa@foothill.edu _____

Phone: 650-949-7070 _____

Alternate Point of Contact:

Name _____

Title _____

Email Address _____

Phone _____



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Approval and Signature Page

College: _____ District: _____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

Chancellor/President	Date	Email Address
Chief Business Officer	Date	Email Address
Chief Instructional Officer	Date	Email Address
Chief Student Services Officer	Date	Email Address
President, Academic Senate	Date	Email Address