## **Student Equity Plan Feedback Worksheet**

Col	lege Name:	Foothill Coll	ege								
Tea	am ID #	1				Re	ader ID #				
Sig	nature Pag	ge									
1.	-	gnatures pres	ent? If	not. wł	nich on	e(s) wer	e missing?				
	Yes	<u> </u>				- (- / -	0-				
Exc	ecutive Sur	nmary									
2.	Was an exec	cutive summa	ry provi	ided?				Yes	5 X	No	
3.	Did the Exec	cutive Summa	iry cove	r these	require	ed topic	s?				
Tar	get Student		Yes	Х	No.						
Go	als		Yes		No	х					
Act	tivities		Yes	Х	No						
Res	sources		Yes		No	х					
Cor	ntact/Coordi	nator	Yes	Х	No						
DI-	• Wer • Wer Good use of	efined by the re the goals re activities apof the pie chain seeing more	easonab opropria rt showi re targe	le and a ate for i ng the ted acti	mprov mprov breakd vities i	ing outc	funding for e		ory. Wou	ld have t	oeen
Pic	inning Con	mittee and	Conai	oorati	On						
5.	•	uired stakeho Membership	•	rticipat	e in th	e planni	ng committe	ee (see Stuc	lent Equ	ity Plan	
Acc	ademic Senat	te	Yes	Х	No						
	culty		Yes	Х	No						
Sta		_	Yes	Х	No						
	dent Service	s Reps	Yes	Х	No						
	dents		Yes		No	X					
Cor	mmunity Me	mpers	Yes		No	Х					
6.	•	nning processid the college						•		-	

The planning process appears to be collaborative, however, the college did not mention how Equity Planning would be integrated with other institutional planning efforts (ex: Ed. Master plan or

programs (SSSP, EOPS, Basic Skills Initiative, CalWORKs, Financial Aid, etc.) and other institutional

planning efforts? What was done well and what should be improved?

	program review planning proces	s).						
Succ	ess Indicator: Access							
Camp	ous-Based Research: Access							
7. W	Vere all of the required target po	pulatio	ns addı	ressed in the research on A	Access?	)		
	Males	Yes	Х	Whites			Y	es X
	Females	Yes	Х	Some other ra	ce		Y	es X
	Am. Indians or Alaskan natives	Yes	Х	More than one	e race		Y	es X
	Asian	Yes	Х	Current or for	mer fo	ster you	th Y	es X
	Black or African American	Yes	Х	Students with	disabil	ities	Y	es X
	Hispanic or Latino	Yes	Х	Low income st	udents	;	Y	es X
	Native Hawaiian or Pacific Islander	Yes	Х	Veterans			Ye	es x
to d	disproportionate impact study of a reference of a r	erence g popula	<i>group,</i> a ations. [	and <i>provides clear, data</i> - Did the college conduct a	Yes	х	No	
9. W	Which groups showed a dispropo	rtionate	e impac	t for access and needed ex	xtra att	ention?		
4	Asian Indian, Veterans, Vietnam	ese						
	What problems did the college de					aculd bo	impro	mad2
:	11. What was done well in the Access research? Any best practices? Anything that should be improved?  Done Well: The college recognized that the many students of its Filipino and Pacific Island students self-identify as Asian. The college choose to disaggregate the data to increase their understanding of Access for segments of the Asian population.							
Goals	s: Access							
12. D	id the college set goals to impro	ve acce	ess?		Yes	Х	No	
	yes, do the goals address the st s needing attention?	udent g	groups i	dentified in the research	Yes	X	No	
14. A	re the goals numerically measur	able?			Yes	Χ	No	
15. D	id they include a base year and t	target y	ear for	improvement?	Yes	Χ	No	
16. W	Vere they achievable and have a	reason	able ch	ance of improving access f	or targ	eted gro	oups?	
1	Well thought out implementation disproportionately impacted group support improving access for tarksection.	n plan. oups" se	The co ection, h	llege included "Other activnowever the activities described in the activities describe	rities to	suppor do not a	t ppear	other

## Activities: Access

17. Do the activities address the targe	at nonulations ido	ntified in their recearch?	
17. Do the activities address the target		ntined in their research? It and will target the identified groups	
res, marketing plan appears to t	be well thought ou	it and will target the identified groups	).
	ivities show poten	ing that the models they were implem tial for improving access for targeted now potential to improve access for ta	students?
19. Did the activities demonstrate coopractices for coordination? Areas yes			? Any best
20. Was the funding level appropriate Student Equity Expenditure Guide		ere the expenditures allowable as de	scribed in the
21. What was done well to evaluate a	activities? Anythir	ng that should be improved?	
Success Indicator: Course Comp	oletion		
Campus-Based Research: Course Con	npletion		
22. Were all of the required target po	pulations address	ed in the research on Course Comple	tion?
Males Females Am. Indians or Alaskan natives Asian Black or African American Hispanic or Latino Native Hawaiian or Pacific Islander	Yes X	Whites Some other race More than one race Current or former foster your Students with disabilities Low income students Veterans	Yes X Yes Yes
23. A disproportionate impact study of target population to that of a reference driven conclusions about affected disproportionate impact study for	erence group, and populations. Did	provides clear, data-	No
24. Which groups showed a dispropo	rtionate impact fo	r Course Completion and needed exti	ra attention?
African American, Latino and Lov	w-Income		
25. What problems did the college de	escribe in conducti	ing the research, if any?	
26. What was done well in the Course improved?	e Completion rese	arch? Any best practices? Anything th	at should be

Goals: Course Completion					
27. Did the college set goals to impro	ve Course Con	npletion?	Yes x	No	
28. If yes, do the goals address the st research?	udent groups i	dentified in the	Yes x	No	
29. Are the goals numerically measur	able?		Yes x	No	
30. Did they include a base year and	target year for	improvement?	Yes x	No	
31. Were they achievable and have a groups?	reasonable ch	ance of improving <i>Cour</i>	se Completion for	targeted	
Yes					
Activities: Course Completion					
32. Do the activities address the targ  Yes	et populations	identified in the resear	ch?		
33. Did the college cite any literature potentially effective? Did the act students?  Yes		_		_	
34. Did the activities demonstrate co practices for coordination? Areas Well thought out plan for profes discussion concerning culture ar	s were coordin ssional develop	ation could be improve ment involving 20 facu	d?		
35. Was the funding level appropriate Student Equity Expenditure Guide		Were the expenditure	es allowable as des	cribed in	the
36. What was done well to evaluate a Good job explaining the activity			proved?		
Success Indicator: ESL & Basic S	skills Improv	ement			
Campus-Based Research: ESL & Basic	: Skills Improve	ement			
37. Were all of the required target po Improvement?	-		on ESL & Basic Skill	S	
Males	Yes X	Native Haw	aiian or Pacific	Yes	Х
Females	Yes X	Islander			
Am. Indians or Alaskan natives	Yes X	Whites		Yes	Х
Asian Black or African American	Yes X Yes X	Some othe More than		Yes Yes	
Didek of Afficall Afficiled		WIOIC CHAIT	5.1.C 1 GCC	103	1

Hispanic or Latino

Yes

Yes

Current or former foster youth

	Students with disabilities	Yes	Х	Veterans		Y	⁄es x
	Low income students	Yes	Х				
	A disproportionate impact study target population to that of a ref driven conclusions about affected disproportionate impact study for	erence d popul	<i>group, a</i> ations. I	and <i>provides clear, data-</i> Did the college conduct a	Yes	x No	
	Which groups showed a dispropo attention?	ortionat	te impad	ct for ESL & Basic Skills Imp	rovem	ent and need	ed extra
	African American, Latino and Lo	w-inco	me				
40.	What problems did the college d N/A	escribe	in cond	lucting the research, if any	?		
	What was done well in the ESL & should be improved?				oest pr	actices? Anyt	hing that
	The college is taking a grounded	d appro	ach. Go	od citation of literature			
	als: ESL & Basic Skills Improvei						
42.	Did the college set goals to impro	ove ESL	& Basic	Skills Improvement?	Yes	X No	
	If yes, do the goals address the stas needing attention?	tudent	groups i	identified in the research	Yes	X No	
44.	Are the goals numerically measu	rable?			Yes	X No	
45.	Did they include a base year and	target	year for	improvement?	Yes	x No	
	Were they achievable and have a targeted groups?	reasor	nable ch	nance of improving ESL & B	asic Sk	ills Improvem	ent for
	Yes						
Act	ivities: ESL & Basic Skills Impro	oveme	nt				
	Do the activities address the targ			identified in their research	າ?		
	Yes						
	Did the college cite any literature potentially effective? Did the act targeted students?  Yes			=			-
49.	Did the activities demonstrate copractices for coordination? Area				ited pr	ograms? Any	best
	Vec						

50.	Was the funding level appropriate Student Equity Expenditure Guide		ctivities?	Were the expenditures a	allowab	e as desc	cribed	in <u>the</u>			
51.	What was done well to evaluate a	activitie	es? Any	thing that should be impro	oved?						
52.	What was done well in the plan to the future?	o impro	ove ESL 8	& Basic Skills Improvemen	t? Wha	t should	be im <sub>l</sub>	proved in			
Suc	ccess Indicator: Degree & Ce	rtifica	te Con	npletion							
Can	npus-Based Research: Degree & (	Certifico	ate Com	pletion							
53.	Were all of the required target po Completion?	opulatio	ons addr	ressed in the research on	Degree	& Certifi	cate				
	Males	Yes	Х	Whites			Ye	s X			
	Females	Yes	Х	Some other ra	ice		Ye	es .			
	Am. Indians or Alaskan natives	Yes	Χ	More than on	e race		Ye	!S			
	Asian	Yes	Х	Current or for		•					
	Black or African American	Yes	X	Students with			Ye	<b></b>			
	Hispanic or Latino Native Hawaiian or Pacific	Yes Yes	X	Low income s Veterans	tuaents		Ye Ye	-			
	Islander	163	X	veterans			16	S X			
	A disproportionate impact study target population to that of a refedriven conclusions about affected disproportionate impact study for Which groups showed a disproportionate	erence I popul r this ir	group, a ations. E ndicator	and provides clear, data- Did the college conduct a ?	Yes Comple		No need	ed extra			
	Which groups showed a disproportionate impact for Degree & Certificate Completion and needed extra attention?										
	African American, Latino, and Lo	w-incc	me								
56.	What problems did the college de none	escribe	in cond	ucting the research, if any	?						
57.	What was done well in the Degre should be improved?  N/A	e & Ce	rtificate	Completion research? An	y best p	ractices?	Anyt	hing that			
_											
	als: Degree & Certificate Comp		2 -								
58.	Did the college set goals to impro	ve Deg	ree & Co	ertificate Completion?	Yes	Х	No				
59.	If yes, do the goals address the st research?	udent	groups i	dentified in the	Yes	Х	No				

60. Are the goals numerically measur	rable?			Yes	Х	No		
61. Did they include a base year and	target y	ear for i	mprovement?	Yes	Χ	No		
62. Were they achievable and have a targeted groups?  Yes	reason	able cha	ance of improving <i>E</i>	egree & Cert	ificate (	Comple	etion	for
Activities: Degree & Certificate Co	mpleti	on						
63. Do the activities address the targ	et popu	lations i	dentified in their re	esearch?				
Yes, but one includes one activit The college should consider acti completing their degree or certi	vities w			_	_	•	ion.	
64. Did the college cite any literature potentially effective? Did the act for targeted students?  No citation of literature							_	
65. Did the activities demonstrate co practices for coordination? Areas			•		ograms	? Any	best	
<ul> <li>66. Was the funding level appropriate for activities? Were the expenditures allowable as described in the Student Equity Expenditure Guidelines?</li> <li>67. What was done well to evaluate activities? Anything that should be improved?</li> <li>Evaluation appears to focus on researching who is nearing completion. Hopefully the college will</li> </ul>						:he		
consider more proactive approaches.  Success Indicator: Transfer								
Campus-Based Research: Transfer								
68. Were all of the required target po	opulatio	ns addr	essed in the resear	ch on Transfe	r?			
Males	Yes	Х	Whites			Υ	'es	Х
Females	Yes	Х		ther race		Υ	'es	
Am. Indians or Alaskan natives	Yes	Х	More th	nan one race		Υ	'es	
Asian	Yes	Х	Current	or former fo	ster you	uth Y	'es	Х
Black or African American	Yes	Х	Student	s with disabi	lities	Υ	'es	Х
Hispanic or Latino	Yes	Х	Low inc	ome student	S	Υ	'es	Х
Native Hawaiian or Pacific Islander	Yes	х	Veteran	ıs		Υ	'es	Х
69. A disproportionate impact study target population to that of a refudriven conclusions about affected	erence g	group, a	nd <i>provides clear, d</i>	lata-	Х	No		

	disproportionate impact study for this indicator?				
70.	Which groups showed a disproportionate impact for Transfer and needed	extra	attentio	n?	
	African American, Latino, and low-income				
71.	What problems did the college describe in conducting the research, if any N/A	)			
72.	What was done well in the Transfer research? Any best practices? Anythin	g that	should l	oe imp	proved?
God	als: Transfer				
73.	Did the college set goals to improve Transfer?	Yes	Χ	No	
74.	If yes, do the goals address the student groups identified in the research as needing attention?	Yes	X	No	
75.	Are the goals numerically measurable?	Yes	Х	No	
76.	Did they include a base year and target year for improvement?	Yes	Х	No	
77.	Were they achievable and have a reasonable chance of improving <i>Transfel</i>	for ta	argeted {	groups	s?
	ivities: Transfer	2			
/8.	Do the activities address the target populations identified in their research Yes	1.			
79.	Did the college cite any literature or research showing that the models the potentially effective? Did the activities show potential for improving Trans No citation of literature. Please write out acronyms (ADT)	•	•		_
80.	Did the activities demonstrate coordination with other student equity-rela practices for coordination? Areas were coordination could be improved? unclear	ted pi	rograms	? Any	best
81.	Was the funding level appropriate for activities? Were the expenditures a Student Equity Expenditure Guidelines?	llowal	ole as de	scribe	d in the
82.	What was done well to evaluate activities? Anything that should be impro Further explanation would have been helpful	ved?			
83.	What was done well in the plan to improve Transfer? What should be imp	roved	in the fu	iture?	

## **Initiatives Affecting Several Indicators**

Go	als: Initiatives Affecting Several Indicators
***	College did not include this section*** N/A
84.	Did the college indicate which goals would be affected by the institutional activities?
85.	Did they describe the student groups that would be affected?  Yes  No
Act	ivities: Initiatives Affecting Several Indicators
86.	Do the activities address the target populations identified in their research?
87.	Did the college cite any literature or research showing that the models they were implementing were potentially effective? Did the activities show potential for improving outcomes for targeted students?
88.	Did the activities demonstrate coordination with other student equity-related programs? Any best practices for coordination? Areas were coordination could be improved?
89.	Was the funding level appropriate for activities? Were the expenditures allowable as described in <a href="mailto:the-student-squity-expenditure-guidelines">the-student-squity-expenditure-guidelines</a> ?
90.	What was done well to evaluate activities? Anything that should be improved?
91.	What was done well in the plan to improve Initiatives Affecting Several Indicators? What should be improved in the future?
Ru	dget
	Could you clearly identify in the budget summary which activities were being funded in the plan
	narrative? If not, what was unclear?  Yes
93.	Did the budget include expenditures that may not have been allowable as described in the <a href="Student Equity Exenditure Guidelines">Student Equity Exenditure Guidelines</a> , 2015-16 available on the CCCCO website?
94.	Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Was there evidence that the college might have supplanted funds?

95. What was done well in the budget section? What should be improved in the future?

Eva	aluation
96.	Did the college describe the evaluation process and provide an evaluation schedule?
97.	Does the evaluation describe any coordination with program review, <u>Institutional Effectiveness</u> goal setting, educational master planning or other related institutional planning or evaluation processes?
	Yes
98.	Does the evaluation describe who will be informed of the results of the evaluation, how the results will be used to improve practice? What was done well in the plan to evaluate student equity implementation at the college? What should be improved in the future?
	Yes, very well written and thorough
Otl	her Comments?
	Very well thought out with solid activities.
	s plan was one of the best I have read and should be used as a model for other  Yes
വി	eges! (Please mark with an x if you agree with this statement )