2019 Student Equity Goals, Activities, and Resources

2019 Student Equity Goals and Activities for the Overall Population

Metric	Baseline	Goal	Activities that support the goal
Enrolled in the Same Community College	7377	7446	- Streamline online application and enrollment process (SAS 2.1. Action Step 1.1) - Establish a clear "front door" for new and returning students with clear signage, and a friendly Welcome Center with drop-in help for FAFSA, financial aid, and CCCApply (SAS 1.1. Action Step 1.1) - Increase the presence of peer student-to-student interactions to enhance access and services support (SAS 1.1. Action Step 1.2) - Implement a solution/s that provides evening and weekend students increased access to the Cashiering Services window (pay transportation fee and obtain photo student IDs), Health Services, counseling services, COM Cupboard, SAS support, and the bookstore throughout the semester (SAS 1.1. Action Step 1.3) - Improve the usability of online resources, including CCCApply, MyCOM portal, and website, especially for student groups who are less familiar with computers and technology (SAS 1.1. Action Step 1.4) - Increase the number of ED Plans for ESL students through Counseling Outreach to ESL Students (SAS 1.2. Action Step 2.1) - Streamline enrollment processes for noncredit ESL students (SAS 2.1.) - Redesign master course scheduling to ensure sufficient and timely offerings, complementary planning to avoid key conflicts to support transfer and degree attainment (IP 3.1.) - Institutionalize the COMPASS program designed to increase the college readiness of participating students and contribute to their academic success in high school and beyond - Improve communication with students who have completed CCCApply, using texts for important information

Retained from Fall to Spring at the Same College	3801	3822	• Increase number of outreach activities conducted by counselors throughout the semester (SAS 1.2. Action Step 2.3) • Monitor and assess academic student progress for early intervention (SAS 5.1. Action Step 1.1) • Develop academic support strategies for students (SAS 5.1. Action Step 1.2) • Utilize varying methods of communication for students • Evaluate and pilot delivery modalities for just-in-time information and timeline reminders as well as targeted essential skills that are mapped by week of the semester (SAS 3.1. Action Steps 1.2 and 1.3)
Transfer to a four-year institution	474	486	• Outreach to students undecided on majors, or on academic/progress probation or dismissal for federal aid or California Promise (formerly BOG fee waivers) • Explore best practices to support students on probation (SAS 5.1. Action Step 1.2)
Completed Both Transfer-Level Math and English Within the District in the First Year	46	54	• Align high school to college math and English curriculum/course content with regard to AB 705 (IP 2.1. Action Step 1.2) • Provide professional learning opportunities for English, ESL and math faculty to discuss alignment of curriculum with K-12 faculty (IP 6.1. Action Step 1.5) • Develop Math orientation • Evaluate effectiveness of math and English companion courses (IP 6.1. Action Step 1.3.1.) • Explore offering late start classes in math and English and other support options such as success workshops (IP 6.1. Action Step 1.3.3) • Provide professional development opportunities to share best practices in increasing student success and implementing AB 705 (IP 6.1. Action Step 1.4.) • Identify specific Math/English skills that are needed in core content courses that previously had prerequisites and develop innovative strategies to respond (IP 6.2. Action Step 2.1.) • Research and implement best practices for supplemental instruction and scheduling, such as tutoring, workshops, brush up credit/non-credit courses. (IP 6.3 Action Step 2.3)

Attained the Vision Goal Completion Definition	313	339	• Outreach to students who are close to degree completion • Increase activities around commencement and completion • Improve graduation application process • Strengthen pipeline with industry to encourage certificate completion

2019 Student Equity Goals, Activities, Resources for Disproportionate Impact Groups

Metric	DI Group	Baseline	Goal	Students Needed	Activities that Support Goal	Budget
Enrolled in the Same Community College	• Female Veteran • Female Native Hawaiian/Pac Islander • Female Filipino • Female Black/Af. Am. • Male White	7 11 73 215 1564	13 17 83 262 1564	6 6 10 47 0	• Target communication based on interests and identity from CCCApply (possibly using texts) • Develop and implement Veterans Support Team to support students in transitioning from military to student life	$100,000
Retained from Fall to Spring at the Same College	• Female White	840	840	0	• n/a	

Goal	Focus Groups				Activities	Budget
Transfer to a four-year institution	• Male Veteran • Male LGBT • Male Foster Youth • Male Some other Race • Female Foster Youth • Male Black/Af. Am. • Male Hispanic/Latino • Female Am. Indian or Alaska Native • Female Filipino	4 3 1 0 4 5 39 0 4	5 3 3 3 5 6 42 1 4	1 0 2 3 1 1 3 1 0	• Provide transfer support for special populations and historically underrepresented groups • Scale, coordinate, and align efforts among the learning communities • Expand peer mentoring program • Develop and implement Veterans Support Team to support students in transitioning from military to student life	$100,000
Completed Both Transfer-Level Math and English Within the District in the First Year	• Male Hispanic or Latino • Female More than One Race • Female Black /Af. Am • Female Disabled • Male Disabled	4 0 0 0 0	7 1 1 2 1	3 1 1 2 1	• Focus equity flex activities on effective pedagogy, classroom management and teaching strategies for identified focused/targeted groups to address gaps (E.1.2. Action Step 1) • Develop equitable practice and policies designed to support differences in the contexts of students' learning—not to treat all students the same. (E.1.3. Action St 2) • Gather and incorporate student voice (E1.1. Action Step 3) • Reach out to first semester students who are not enrolled in math or English and encourage them to add using email or student ambassadors to call • Provide specialized tutoring for students with disabilities in the subjects of English and Math • Access and utilize literacy software and assistive technology to support students	$63,000

					with reading difficulties and disabilities • Provide specialized curriculum to develop foundational skills in the areas of English and Math for students with disabilities • Provide professional development and training to peer tutors and instructional aides on Universal Design for Learning and effective strategies for tutoring students with disabilities	
Attained the Vision Goal Completion Definition	• Male Veteran • Male LGBT • Male Filipino • Male Native Hawaiian/Pac Islander • Male Some other Race • Male Hispanic or Latino • Female Am. Indian/ Alaska Native • Female Native Hawaiian/Pac Islander • Female Some other Race	2 1 0 0 3 30 0 0 2	3 3 1 1 7 37 1 1 10	1 2 1 1 4 7 1 1 8	• Track and assess program and student success for targeted groups • Develop alumni network as a resource • Develop activities to connect alumni network with current students • Reach out to students in targeted groups through Ambassadors	$114,235