

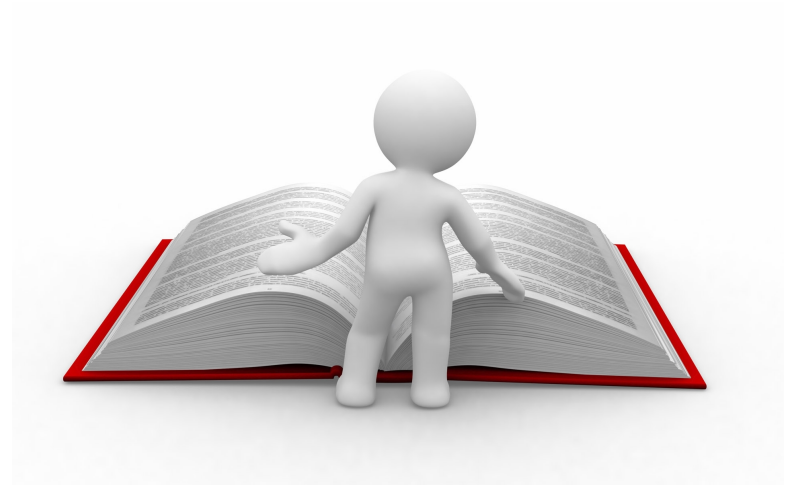
How did we get here? (In a nutshell!)

- “Equity work group” formed in June 2013, began work over summer
- In Fall 2013 the group formally became a the “Student Equity Work Group” (SEW) with voting representation to the primary campus shared governance body
 - “Core Mission Work Group” along with Basic Skills Workgroup, Transfer Work Group and Workforce Work Group

Student Equity Workgroup Targets

- Produce the Student Equity Plan (SEP)
 - shepherd through shared governance process in time for submission to State by October 2014
- Operationalize the SEP so it becomes part of the campus planning process
- Collaborate with the Professional Development Committee to provide PD around equity theme
- <http://www.foothill.edu/president/equity.php>

Here's the plan...



- [http://www.foothill.edu/president/parc/minutes/parc2013-14/parc061814/Updates to the Student Equity Plan/Student %20Equity%20Plan%20Draft%206.12.14.pdf](http://www.foothill.edu/president/parc/minutes/parc2013-14/parc061814/Updates%20to%20the%20Student%20Equity%20Plan/Student%20Equity%20Plan%20Draft%206.12.14.pdf)
- Also available by email (holcroftcarolyn@foothill.edu)



**KEEP
CALM
AND
RUN
AWAY**



Our Approach

- Take prompts at face value
- For first iteration of plan, stick to the basics
- Maintain separate file with all other issues, ideas, plans, etc. that we want to address in future but are not immediately required in this plan this year

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ESL and Basic Skills Completion

Degree and Certificate Completion

Transfer

Goals and Activities

Access

Course Completion (*Retention*)

ESL and Basic Skills Completion

Degree and Certificate Completion

Transfer

Budget

Sources of Funding

Evaluation Schedule and Process

Attachments (*Optional*)

Target Groups of Students

- Previously identified in the college's Strategic Educational Master Plan
 - African American
 - Hispanic/Latino
 - Filipino/Pacific Islander
- Data analysis for the SEP bore this out

DATA ANALYSIS AND FINDINGS

Table B-6. Foothill College Course Completion Rates and 80% Index by Ethnicity, Fall 2013

	Enrollment Count	Success Count	Success Rate	80%index
African-American	1,429	778	54.44%	0.65
American Indian	78	63	80.77%	0.97
Asian	9,229	7,269	78.76%	0.94
Hispanic	7,697	5,121	66.53%	0.80
Multi-Ethnicity	1,811	1,272	70.24%	0.84
Pacific Islander	346	193	55.78%	0.67
Unknown	2,572	2,149	83.55%	1.00
White Non-Hispanic	11,151	8,791	78.84%	0.94

Analysis:

African American, Hispanic and Pacific Islander students all experience a disproportionate impact in course completion success rates because they experience success rates at or below 80% (4/5) of the success rate for highest group—in this case, “Unknown” students.

Immediate Goal:

Address the achievement gap:

- For the next three (3) years the entire campus will work to increase course completion success rates for African American, Hispanic/Latino and Filipino/Pacific Islander students by 3% (over fall 2013 figures).
- Decided not to tackle access, ESLL/basic skills completion, degree completion and transfer immediately
 - Access: no DI identified; enrollment demographics reflect service area demographics
 - Mitigating achievement gap will affect Basic Skills Completion, Degree Completion, and Transfer

Other immediate goals (r/t course completion)

- Coordinate with Office of Research to gather data to understand disproportionate impact on:
 - targeted groups' course success and probation rates
 - male student probation rates
 - targeted groups' and 20-24 year olds' completion of basic skills courses
- ID/support/build on efforts already in place

Activities: Year 1 (2014-2015)

- ID activities to increase course completion for targeted student groups
 - literature reviews
 - conferences/networking
 - ASCCC (hi! here we are!)
 - Student Success Conference (RP Group)
 - AAC&U conference(s) (Making Excellence Inclusive initiative, Teaching to Increase Diversity and Equity in STEM program)
 - Participate in USC's Equity Scorecard process?

Activities: Year 1 (2014-2015)

- Collaborate with Program Review Committee
 - ID programs/disciplines with low success rates for targeted student groups
 - Work with programs to ID interventions and create action plan to increase success

Equity Analysis in Program Review

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

Activities: Year 1 (2014-2015)

- Collaborate with Office of Research to formulate an equity research plan to collect data re:
 - causes/correlations for disproportionate impact*
 - understand what students think/want to help them be more successful? Student agency!

* next slide

Hope to better understand possible causes/correlations for DI on targeted groups:

- Course delivery modality? (F2F vs. online)
- Effect of course discipline?
- Prior completion of math/English?
- Number of hours student working per week?
- What courses, disciplines, modalities have high success rates for targeted groups – why higher?

Activities: Year 2 (2015-2016)

- Implement research plan and ID specific goals, activities based on new data
- (Continue to) Implement activities to increase success rates for targeted groups

Activities: Year 3 (2016-2017)

- Implement goals based on new data
- Evaluate effectiveness of efforts to increase course success rates for targeted student groups

Student Equity Plan

Cosumnes River College

Timeline

- May – orientation meeting (face to face if possible)
- June – collection of data and current equity-related practices at the institution, identification of gaps and identification of work group members for each area (electronic)
- July – identification of possible goals, outcomes and activities in each of the five areas (electronic)
- August – drafts of the plan generated and reviewed by work groups (electronic)
- September – College-wide review and approval of plan
- October – Board review and approval

Orientation Meeting

- Research Office/Cultural Competence Committee
- Academic and Classified Senate Presidents
 - College President

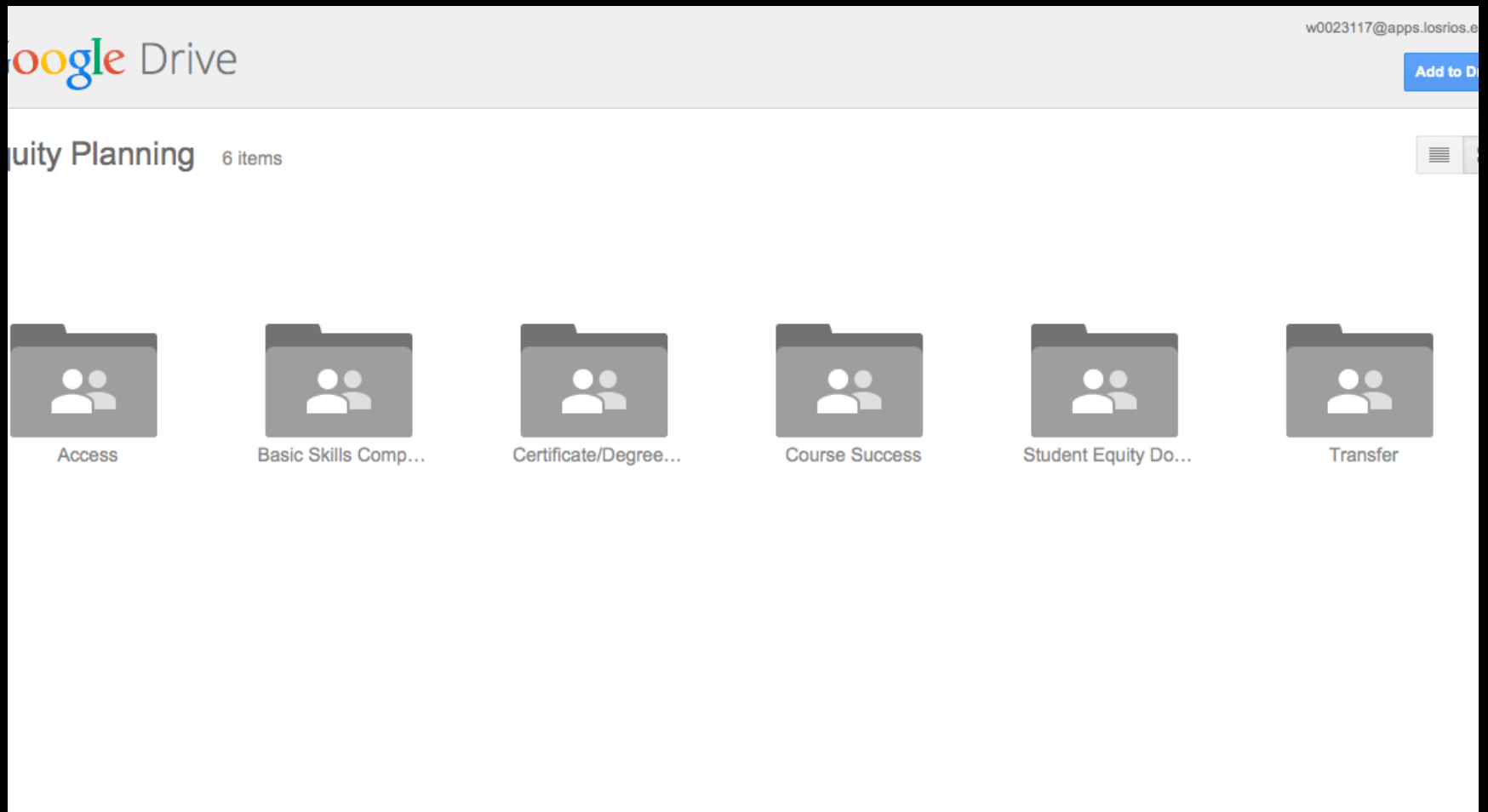
June - July - August

- Workgroups
 - Responsible for generating ideas and providing feedback to the writing team as the plan evolved
- Leads
 - Responsible for the vision of the workgroups

Task: Teams will need to

- Research current practices in each of the areas of emphasis
- Research best practices in district/state/county
- Formulate draft goals and initiatives and outcomes
- Identify resources needed to implement their plan

Support From Research Office



Workgroups

- **Access:** focusing on developing goals, initiatives and outcomes designed to address disproportionate access data from several high schools (strategically selected based on partnerships, relationships and the data we obtained)

Workgroups

- **Course Success and Basic Skills Progression** (from one level below college-level to successful completion of a college-level course) **Committee**: focusing on African American student course success and progression rates

Workgroups

- **Educational Outcomes Achievement Committee:** focusing on enhancing the completion of certificates, degrees and transfer (focusing on students who are African American, Hispanic or Filipino).

Student Equity Plans and LGBT Students

- Many colleges are now collecting demographic data on LGBT students using the new OpenCCCApply application
- The CRC Academic Senate will bring this to our SEP group

September

- Broader discussions
- Review of other plans

Equity Plan Campus-Based Research and Data Analysis

- The data used in CRC's Student Equity Plan was provided by the California Community College Chancellor's Office and by the College and Los Rios District Research Offices.

Equity Plan Campus-Based Research and Data Analysis

- The SEP Committee examined two data sets in order to identify areas where we might not be serving the community.
 - One data set analyzed the demographics of our enrollment by zip code
 - The other data set analyzed the demographics of our enrollment by high school for each of the comprehensive feeder high schools in our service area.

Equity Plan Campus-Based Research and Data Analysis

- The Student Equity Planning Committee investigated course success rates by examining annual and fall course success data generated by the college and district research offices. The committee also reviewed the course success data for special populations available on the State Chancellor's website.

Equity Plan Campus-Based Research and Data Analysis

- The Student Equity Planning Committee investigated Basic Skills Completion by examining the Basic Skills Tracker Data and data generated by the College Research Office.

Equity Plan Campus-Based Research and Data Analysis

- The Student Equity Planning Committee reviewed investigated Goal Completion by reviewing three sets of data.
 - Degree Attainment
 - Transfer
 - Transfer-Ready

Timeline

- October
 - We are still writing!

