

Foothill College
Student Equity Plan

November 21, 2014

FOOTHILL COLLEGE STUDENT EQUITY PLAN

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***Foothill College
Student Equity Plan
Signature Page***

District: Foothill-De Anza Community College District **Date Approved by Board of Trustees:**

College President: Dr. Judy Miner

Vice President of Student Services: Dr. Denise Swett

Vice President of Instruction: Dr. Kimberlee Messina

Academic Senate President: _____

Student Equity Coordinator/Contact Person: Erica Onugha _____

Executive Summary

EXECUTIVE SUMMARY

Target Groups

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Contact Person/Student Equity Coordinator

Target Groups

Foothill College's current target groups, as identified in the Strategic Educational Master Plan, are African American, Hispanic/Latino, and Filipino/Pacific Islander students. The data analysis performed in the development of the 2014 Student Equity Plan confirmed the necessity of focusing on these ethnic groups as it revealed significant achievement gaps that particularly affect African American, Hispanic/Latino, and Filipino/Pacific Islander students.

Goals

While there is much work to be done in all areas, the Student Equity Workgroup has decided to focus its immediate attention on increasing course completion rates for these three ethnic groups and on collaborating with the Office of Research, and related departments to better understand how to improve sequence completion rates in ESL and Basic Skills English and Math. The expectation is that what is learned from the efforts to increase the success rates for these three ethnic groups can be applied to help all students in the future.

The Student Equity Workgroup proposes that in the first three-year period from 2014-2015 through 2016-2017, the entire campus will work to achieve a three percent (3%) increase in course completion success rates for African American, Hispanic/Latino and Filipino/Pacific Islander students over fall 2013 figures.

Other high-priority goals in the Student Equity Plan focus on additional research and collaboration that is needed to inform future goals and implementation efforts. The primary research and collaborations goals are to: (1) coordinate with the Office of Research to gather more data to better understand the course success rates and probation rates for African-American, Hispanic/Latino and Filipino/Pacific Islander students and explore possible causes and/or correlations for the disproportionate impacts, (2) coordinate with the Office of Research to understand why males are more likely to end up on probation even though there is relative parity in the course success rates for males and females, (3) coordinate with the Office of Research and other campus departments to identify possible reasons why African American, Hispanic/Latino, and Filipino/Pacific Islander students and students aged 20-24 experience disproportionate impacts as they attempt to complete Basic Skills English, Math or ESL courses sequences and (4) identify, support and build on efforts already being implemented to mitigate disproportionate impact in these programs.

The primary goal of increasing course completion success rates for these three ethnic

groups will immediately and directly reduce the achievement gap and incidents of disproportionate impact on campus. The research and collaboration goals will generate the information needed to develop and implement future plans and goals that will ultimately improve the completion rates in Basic Skills English, Math and ESL courses.

Activities:

ACTIVITY B.1: Course Completion

Year 1

High Priority

- Identify specific activities that will increase the course success rates of African-American, Latino and Filipino/Pacific Islander students by 3% within three (3) years over fall 2013 figures.
- Collaborate with the Program Review Committee to identify programs/disciplines with low success rates for African-American, Latino, and Filipino/Pacific Islander students. Then help program faculty, staff and administrators to identify potential interventions and create a plan for increasing the success of these students.
- Work with President's Office to determine whether Foothill College can participate in the Student Equity Scorecard through the USC Center for Urban Excellence.
- Collaborate with the Office of Research to formulate an equity research plan that will answer the following questions:
 - What are the possible causes and/or correlations for the decreased course success and increased probation rates for African-American, Latino, Pacific Islander and Filipino students?
 - What effect, if any, does course delivery modality (e.g. face-to-face versus hybrid) have on these rates?
 - What effect, if any, does the course discipline have on these rates?
 - What effect, if any, does a student's completion of English or math have on these rates?
 - What effect, if any, does the number of hours a student work have on these rates?
 - Which courses, modalities and disciplines have high success rates? Which factors contribute to those success rates?
 - What do students think will help them be more successful at Foothill College? Are there specific things that faculty, staff and administrators can do to support student success?
 - Conduct a literature review to identify teaching and learning practices that promote course success. In particular, the Student Equity Workgroup will identify which strategies are feasible for quick and/or longer term piloting at Foothill?

Medium Priority

- The Student Equity Workgroup may consider sending at least one representative to:

- the RP Group's (The Research & Planning Group for California Community Colleges) Student Success Conference in October 2014
- the Association of American Colleges and Universities annual meeting

Year 2

- Implement research agenda and then identify specific goals and activities based on new data.
- Implement activities to increase the course success rates of African-American, Latino and Filipino/Pacific Islander students by 3% over fall 2013 figures.

Year 3

- Start implementing new goals based on new data.
- Evaluate the effectiveness of activities designed to increase the course success rates of African-American, Hispanic/Latino and Filipino/Pacific Islander students by 3% over fall 2013 figures.

ACTIVITY C.1: ESL and Basic Skills Completion

Year 1

- Coordinate with the Office of Research to develop a research project to understand why African American, Hispanic/Latino, Filipino/Pacific Islander students and students aged 20-24 experience disproportionate impacts when attempting to complete ESL and Basic Skills course sequences.
- Collaborate with math, English and ESLL faculty to understand barriers to success in these programs, identify current intervention efforts, and identify how the Student Equity Workgroup can support and build on these efforts.

Year 2

- Implement research agenda and then identify specific goals and activities based on new data.

Year 3

- Start implementing new goals based on new data.
- Evaluate the effectiveness of activities selected in year 2.

Budget

SOURCES OF FUNDING

President Miner has given the Student Equity Workgroup a one-time donation of \$5,000 to establish and begin the implementation of the various activities necessary to achieve the goals outlined in the Student Equity Plan. Beyond those one-time funds, the Student Equity Workgroup will have to identify additional resources--either through the campus-wide budget and resource allocation process or through other campus mission-based workgroups--to accomplish its goals.

The State of California has allocated \$70 million to the California Community College system to promote equity efforts. When the funds allocated for student equity are allocated to the district and campus, the Student Equity Workgroup will determine how to distribute the funds to support and achieve the goals and activities outlined in this Student Equity Plan.

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

The Student Equity Workgroup reports its activities to the campus governance body, the Planning and Resource Council (PARC), twice a year. At the beginning of each year each workgroup creates and shares its objectives for the coming academic year. At the end of the year each workgroup reflects on its objectives and whether it achieved all of the goals that were set in the fall term.

Now that the Student Equity Plan is under the charge of the Student Equity Workgroup, the Student Equity Workgroup objectives will mirror the goals and activities outlined for each year in the Student Equity Plan. As a result, the Student Equity Workgroup will evaluate whether the campus is making adequate progress to achieve the outlined goals on an annual basis when the Student Equity Workgroup releases its annual reflection. By tying the evaluation schedule of the goals and activities identified in the Student Equity Plan to the existing campus governance structure, process and timeline, the Student Equity Workgroup will be required to update the campus on annual basis of the current campus equity efforts as well as whether the campus is meeting its annual equity goals. The expectation is that building equity efforts into the campus governance structure will build in campus-wide accountability through automatic and periodic campus updates.