



# **Cabrillo College Student Equity Plan**

December 7, 2015

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# Cabrillo College Student Equity Plan

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# Signature Page

## Cabrillo College Student Equity Plan Signature Page

**District:** Cabrillo **Board of Trustees**  
**Approval Date:** December 7, 2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

*[Signature]*  
Dr. Laurel Jones,  
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I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

*[Signature]*  
Victoria Lewis, Chief Business Officer

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I certify that Student Services was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

*[Signature]*  
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I certify that Instruction was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

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I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

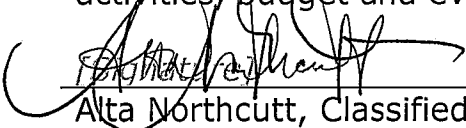


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Robin McFarland, Academic Senate  
President

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I certify that Classified Senate (Union) representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

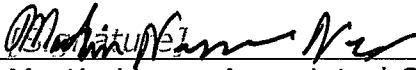


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I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.



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# Executive Summary

## Introduction

Since writing its 2014-15 Equity Plan, Cabrillo College has worked to become an institution committed to both the theory and practice of equity. A great deal of effort has been focused on fostering the kind of dialogue, reflection, and institutional processes that can ensure continued progress to this broad goal.

Under the leadership of the Student Equity and Success Committee (SESC), equity efforts have progressed along three tracks:

1. Developing new and enhancing existing programs and services to serve the equity needs of our students. The new and enhanced programs and services are sketched below in the Executive Summary and described more fully in the Goals and Activities section of this plan.
2. Creating internal processes that give more structure to the approval, funding, and assessment of various equity proposals, and to the overall direction of equity efforts. These internal processes include the establishment of the SESC, constituted in early 2015, the augmentation of the Planning and Research Office (PRO) staffing to measure student progress in meeting the goals described in this plan, and the commitment to hire a new Director of Equity this academic year.
3. Sponsoring numerous college-wide events and ongoing efforts to make our plans and services more inclusive of the entire community, especially by listening to the voices of our students. These efforts have included using student focus groups to inform a college-wide Equity Convening, led by Dr. Darla Cooper of the RP Group, in May of 2015. The Pathways and Pedagogy week-long Summer Institute led to the creation of Equity teams in all of the Basic Skills programs at the college, and a special team from the Watsonville Center, whose members developed research projects to address equity challenges in their programs. This fall the Faculty Senate sponsored a "Deep Dive" conversation among students, staff, administrators, and faculty, to identify and explore some of the hidden and not-so-hidden obstacles and barriers our students face that reflect equity challenges. Finally, the central activity of the Spring 2016 Flex Week will involve an all-college event with a proposal to feature a speaker who will focus on equity, social justice, and multi-cultural education.

# Target Groups

The Student Success and Equity Committee, using the data generated by Cabrillo’s Planning and Research Office, has identified the following target groups who demonstrate disproportionate impact in the various metrics for success:

- Latino/a students
- African American students
- Asian Students
- Filipino Students
- Native American Students
- Pacific Islander Students
- Male Students
- Current and Former Foster Youth
- Veterans
- Students in need of accessibility services (ASC/DSPS)
- Low-income students

The following chart illustrates the specific target groups that are disproportionately impacted by each of the five success measures:

Success Measure	Underserved Student Groups
A. Access	Veterans
B. Course Completion	African American, Hispanic, Foster Youth
C. Basic Skills Pathway Completion	African American, Asian, Hispanic, Pacific Islander, Low-income, Foster Youth
D. Degree and Certificate Completion	African American, Asian, Filipino, Hispanic, Pacific Islander, Males
E. Transfer	Native American, Filipino, Hispanic, Pacific Islander, ASC students, including those with Mobility Impairments
F. Other College-wide Initiatives Affecting Several Indicators	All

## Goals

The college's goal is to increase rates of success for each student group to significantly narrow the gaps in access and achievement. All of the five success indicators are addressed in the goals and activities detailed in the body of the Equity Plan. At the same time, the college has decided to focus on two specific success indicators – 1) overall college course completion rates and 2) Basic Skills sequence completion – for the 2014-15 to 2016-17 planning period.

### Quantifiable Three-Year Goals

1. The college will improve the course completion rates among disproportionately impacted groups promoting them from "great concern" or "concern" to "moderate concern" or "no concern" area from 2014 to 2020.
2. The college will raise the Basic Skills sequence completion rates among disproportionately impacted groups according to the degree of concern they have from 2014 to 2020.

## Activities

Following an analysis of the original data sets that pinpointed the disproportionately impacted groups within each success metric, the SESC met throughout 2015 to identify those gaps in services that needed to be addressed, and to coordinate those efforts with existing programs, services, and committees. Additional activities were added to the 2014 Equity Plan addressing a wide variety of student needs, but they generally fell into one of eight equity themes.

1. Student Equity Coordination/Planning – including the creation of SESC, refining and improving transparency and accountability in the project application process, and committing to hiring a full-time Director of Equity.
2. Outreach – including an emphasis on South County with in-reach coordination, a Math Day, Spanish language marketing efforts, and a program to better serve AB 540 students.
3. Instructional Support Activities – including supplementing many existing programs in the STEM Center and the tutoring centers in Aptos and Watsonville, expanding Supplemental Instruction and services to



- students with disabilities, and expanding library hours and reference service in Watsonville.
4. Student Services Programs – including greatly enhanced services for Foster Youth and Veterans, an ongoing Mentoring program, and increased counseling services in Watsonville.
  5. Curriculum/Course Development or Adaptation – including the major and ongoing efforts in developing equity projects in Basic Skills programs and purchasing new ESL software.
  6. Direct Student Support – including special funding for Veterans with childcare expenses.
  7. Research and Evaluation – including expanding the role of the Planning and Research Office (PRO) in designing and assessing equity programs.
  8. Professional Development – including the College Convening with Darla Cooper, Student Focus Groups, the Deep Dive, a project to improve reading instruction and the planned January event with a keynote speaker on equity, social justice, and multi-cultural education.

## **Resources**

Resources from all categorical and general fund sources at the college have contributed to the development of the initiatives outlined in this Equity Plan. In particular, important collaborations among faculty, staff, and administrators working with the Student Success and Support Programs, the Basic Skills Initiative, Title V grants have made many of these efforts possible. Examples include SSSP funding for positions in counseling and in-reach efforts in Watsonville, SSSP funding for a program to assist students in danger of losing their BOG fee waivers, BSI funding for Supplemental Instruction, and Instructional funding for a Science Lab Tech in Watsonville. Planning efforts have been overseen by the Student Equity and Success Committee and have been informed by valuable input from the College Planning Council, the Faculty Senate, PRO, and the Student Senate and have been guided by the college's mission statement and the college's educational planning processes.

## **Contact Person**

Dennis Bailey-Fougner, VP Student Services, [debailey@cabrillo.edu](mailto:debailey@cabrillo.edu)  
(831) 479-6527

# Planning Committee and Collaboration

## Planning Committee

The current Student Equity Committee is a college wide steering committee which is representative of faculty, staff, students and administration. The committee provides overall direction of the efforts, implementation, and evaluation of the Student Equity Plan. The plan is intended to help guide student engagement and pedagogical practices as well as foster an inclusive campus environment promoting an increase in student success and equitable outcomes. Committee membership has representatives from each of the related categorical programs who act as area representatives providing feedback regarding mandates, applicable legislation, and component needs in order to address specific concerns for identified populations. These categorical programs include:

- Disabled Student Programs and Services (DSPS) provided through Cabrillo's Accessibility Support Center (ASC)
- Extended Opportunity Programs and Services (EOPS) and Special Services
- Math, Engineering, and Science Achievement (MESA)
- Puente Program
- Student Success and Support Program (SSSP)
- Foster Youth Independence (FYI) program and services
- Veterans' Center program and services
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Student Financial Aid Administration
- Board Financial Assistance Program (BFAP)
- Basic Skills Initiative (BSI )

## Collaboration

Effecting equitable outcomes requires accountability, institutional change, and awareness of inequities on campus through data collection and analysis, and on-going campus wide dialogue around institutional culture that negatively impacts underrepresented, under-served student populations. To that end, the Equity Committee worked with Dr. Darla Cooper, Rose Asera, and Ileri Valenzuela of the Research & Planning Group (RP) for California Community Colleges to conduct seven student focus groups targeting the populations identified in the 2014-2015 Equity Plan. These focus groups were initiated in conjunction with a college wide Student Equity Convening on May 1st, 2015 featuring as a keynote speaker Dr. Cooper who reviewed national, state, and Cabrillo data related to student

equity and key themes to promote student achievement in the context of the RP Group's Student Support (Re)defined six factors that contribute to student success: directed, focused, nurtured, engaged, connected, and valued. The Academic Senate, the Planning and Research Office, the Math Department, and Student Services co-sponsored the convening as a key event to further support dialogue around equity issues. The results from the RP Group report, *Cabrillo College Student Equity Project: Student Perspectives*, in conjunction with quantitative metrics were key to informing our 2015-2016 planning efforts. An example of the deep financial instability many of our students experience that is not well captured by quantitative metrics alone is exemplified by this student's comment:

*You got to pay for parking. Got to pay for gas. Can't just have a car... If you're on the Board of Governors [fee waiver] you only pay \$20 [which is] half the price for your parking permit. It's still \$20, but you have to choose between \$20 for a parking permit, or spending that on feeding your kid. Kids are going to win every time.*

Other key comments indicated general issues such as a lack of knowledge of support services while others expressed feelings of "invisibility" or isolation on campus. The focus group feedback was challenging but provided both incentive to improve and specific actions college personnel could engage in. One response was the first ever Student Services Fair during the second week of the fall 2015 semester where all programs and services on campus set up tables in the main quad to increase awareness of and access to student services.

Additionally, the Academic Senate hosted an "Equity Deep Dive" event on September 25th, 2015 aimed at investigating historic barriers such as stereotyping, prejudice, racism, and micro-aggressions as well as systemic institutional barriers that impede the success of our under-served populations. The event included a framework of equity issues provided by the Academic Senate Vice President, a review of quantitative achievement gap indicators and the student equity focus group findings by the Planning and Research Office, and several personal testimonials from members of the Student Senate and other students about their experiences related to equity. This deep dive discussion furthered the dialogue on what is meant by equity and inequity beyond disproportionate impact metrics and how it may be achieved in a holistic fashion.

More recently Cabrillo College was one of twenty-nine colleges to be awarded a Title V grant continuing to recognize us as an "Hispanic Serving

Institution” with over 37% of the student body identified as Hispanic and further support our efforts to serve the community. The grant will provide funding to aid in the development and implementation of technology based resources including a student portal and new data inquiry tools that will address barriers to access, course completion, ESL and basic skills pathway completion, degree & certificate completion, and transfer for which targeted populations were disproportionately impacted.

This plan represents an on-going commitment to equity by creating pathways to student success. The college recognizes the need to support and expand existing programs and to develop services proven to contribute to the success of all students, but most particularly to the success of those students identified with unequal outcomes in success, retention, and completion.

### Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Dennis Bailey-Fougner	Vice President, Student Services	Co-Chair (Administrator)
Joseph Carter	English Department Chair	Co-Chair (Faculty)
Kori Calubaquib	Financial Aid Advisor	Classified
Jennifer Cass	Math Department Chair	Faculty
Lori Chavez	Program Coordinator, Tutorials	Classified
Terri Daniels	Fiscal Analyst, Business Services	Classified
Olga Diaz	Program Coordinator, Watsonville Center	Classified
Michelle Donohue	Dean, Student Services	Administrator; Foster Youth & Veteran Services
Ricardo Espinoza	Student	Associated Students of Cabrillo College (ASCC)
Wanda Garner	Dean, Natural & Applied Sciences (NAS)	Administrator
Alta Northcutt	Program Specialist, Accessibility Support Center (ASC)	Classified
Nancy Phillips	Director, Writing & Reading Center	Faculty
Margery Regalado-Rodriguez	Dean, Counseling and Educational Support Services (C&ESS)	Administrator; Student Success and Support Programs (SSSP)
Barbara Schultz-Perez	Counselor	Faculty
Liber McKee	Student	Associated Students of Cabrillo College (ASCC)
Jim Weckler	Dean, Business, English, and Language Arts (BELA)	Administrator
Terrence Willett	Director, Planning and Research Office (PRO)	Administrator, Research
Katie Woolsey	English Instructor	Adjunct Faculty

# Detecting Disproportionate Impacts

## Disproportionate Impact Index Definition

This plan utilizes the 80% rule for disproportionate impact to interpret differences in rates among subgroups. The rule states that if a subgroup rate is less than 80% of the reference group rate, then there is a disproportionate impact for that subgroup. The calculation for the Disproportionate Impact Index (DII) is:

$$DII = (\text{Subgroup Rate} / \text{Reference Group Rate}) \times 100\%$$

The reference group is determined within each performance metric and demographic category and is typically a high performing and abundant group of students. For example, in the demographic category of ethnicity, White, non-Latinos students are the reference category for most metrics. Although this group is not always the highest performing group, it is a numerically abundant group and tends to have higher metrics as compared to Latino students, the other numerically abundant ethnicity in our community. The 80% rule provides a simple benchmark for identifying areas of concern. However, rates that are over 80% but still less than the reference group rate are not necessary acceptable. In this plan, a five category system is used to help indicate the magnitude of disproportionate impact according to the scale below:

105% and above	High performer
95% to 104.99%	No concern
80% to 94.99%	Moderate concern
<b>70% to 79.99%</b>	Concern
<b>below 70%</b>	Great concern

## **Responses to Disproportionate Impacts**

Areas of concern and great concern almost certainly should have an activity planned to address the student equity gap. Areas of moderate concern require at least continued monitoring and may also require intervention activities. Some subgroups such as Current and Former Foster Youth may also receive interventions regardless of their DII due to their highly at risk backgrounds. In some metrics we see students on unknown ethnicity or gender having DII in the concern or great concern categories yet specifically targeting students with unknown characteristics is inherently challenging. Even though specific strategies may not be applied to those students, it is hoped the more general strategies will include them and those metrics will be monitored on an annual basis.

## **Data Caveats**

Many subgroup categories such as ethnicity and gender are self-reported while others are derived from the use of a service such as services for students with disabilities. Some categories are somewhat fluid and can change such as ethnic and gender identification. Others such as Current and Former Foster Youth, veterans, and students with disabilities are subject to underreporting as a student must self-identify. Current and Former Foster Youth and Veterans in particular are receiving a focused effort to be discretely identified and offered services and the percent of identified services on campus should be increasing over time as a result of enhanced recruitment.

# Access

## Campus-Based Research: Access

**A. Access Definition.** Comparison of the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served based on the most recent available U.S. Census estimates or other sources as indicated. Impacted groups are indicated by the Disproportionate Impact Index (DII) value and descriptor shown on the following page.

### Notes for Access Data Table:

† College counts based on fall 2014 with the percent out of a total unduplicated headcount of 13,444; county counts for foster youth estimated from <http://kidsdata.org/topic/4/foster-care/summary> with average foster youth rate of 3.5 per 1000 people applied to residents aged 18 to 64 or about 630 adult former foster youth. Not this estimate is subject to change.

†† For college counts includes students receiving Board of Governors (BOG) Enrollment Fee Waiver or Pell or other low income grants.

††† AB540 college count from 2014-2015 320 P-3 while percent in county is an approximation subject to change based on a number of reports including:

[http://www.ppic.org/content/pubs/report/R\\_711LHR.pdf](http://www.ppic.org/content/pubs/report/R_711LHR.pdf)

<http://www.pewhispanic.org/2012/08/14/up-to-1-7-million-unauthorized-immigrant-youth-may-benefit-from-new-deportation-rules/>

[http://www.migrationpolicy.org/pubs/FS24\\_deferredaction.pdf](http://www.migrationpolicy.org/pubs/FS24_deferredaction.pdf)

<b>Demo-graphic Group</b>	<b>Target Population(s)</b>	<b># of your college's total enrollment in Fall 2014 – Spring 2015</b>	<b>% of your college's total enrollment (proportion)</b>	<b>% of adult population within the community served (proportion)</b>	<b>DII Value</b>	<b>DII Descriptor</b>
	<i>All Students</i>	<b>17,812</b>	<b>100%</b>	<b>100%</b>	<b>na</b>	<b>na</b>
Ethnicity	African American	239	1.3%	1.4%	96%	No concern
	American Indian/Alaskan Native	87	0.5%	1.8%	27%	Great concern
	Asian	670	3.8%	4.8%	78%	Concern
	Hispanic	6,578	36.9%	33.2%	111%	High performer
	Multi-Ethnicity	871	4.9%	4.1%	119%	High performer
	Pacific Islander	30	0.2%	0.2%	85%	Moderate concern
	White Non-Hispanic	9,017	50.6%	58.2%	87%	Moderate concern
	Unknown	320	1.8%	na	na	na
Gender	Female	9,359	52.5%	50.4%	104%	No concern
	Male	8,371	47.0%	50.0%	94%	Moderate concern
	Unknown	82	0.5%	na	na	
Special Populations	Current or former foster youth†	87	0.7%	0.2%	283%	High performer
	Individuals with disabilities	1,561	8.8%	9.0%	97%	No concern
	Low-income students††	8,785	49.3%	14.6%	338%	High performer
	Veterans	250	1.4%	4.6%	30%	Great concern
	Undocumented (AB540/ Dream Act eligible)†††	489	2.8%	1.5%	187%	High performer



# Goals, Activities, Funding and Evaluation: Access

## Goal A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
American Indian/ Alaskan Native*	Great concern (DII = 0.27)	No concern (DII ≈ 1.00)	2020
Asian	Concern (DII = 0.78)	No concern (DII ≈ 1.00)	2020
Veterans	Great concern (DII = 0.30)	No concern (DII ≈ 1.00)	2020

\* This is a low volume population in this county and percents can change greatly between years.

## Activities: A. Access

### A.1 Dream Resource (Undocumented Students) Program Coordinator (50% Coordinator and Student Ambassadors)

#### Activity Type(s)

X	Outreach		Student Equity Coordination/Plann ing	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

**Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
A.1	American Indian/ Alaskan Native, African American Asian, Hispanic	450-500/year total American Indian/ Alaskan Native ≈ 5 African American ≈ 5 Asian ≈ 5 Hispanic ≈ 400

**Activity Implementation Plan**

This activity will create a Dream Resource Program Coordinator (12 mos. 50%) to work in conjunction with Student Equity Director and/or Coordinator, Counseling department, the college Welcome Center and other areas of student support to provide focused support services and outreach to undocumented students, who face educational, economic, social, emotional and language barriers that are unique among college students. Information and support will be provided through workshops, dissemination of print and online information, educating the campus community and providing greater awareness in the larger community of educational opportunities available, which is expected to increase students’ connection to the college (Booth, Cooper, Karandjeff, et al. 2013). Three Student Ambassadors will be hired to provide outreach, mentoring and peer support.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	12/7/2016 and ongoing	\$50,000.00	\$0

**Link to Goal**

While undocumented students who are AB540/Dream Act eligible appear to be overrepresented at the college, they are a high risk group and providing focused support from application through graduation is considered a key strategy for equity at the college. These students are also more likely to be Asian or Hispanic who are identified in multiple areas of this plan. Access to Cabrillo’s courses, programs and services will be increased for undocumented students as a result of targeted outreach and information campaigns aimed at addressing the social, emotional, academic and financial needs of these students. Efforts will increase to ensure that students feel welcome on campus and are connected to student support

services, particularly financial aid and scholarships for which they are eligible under the Dream Act.

***Evaluation***

Data on enrollment of AB540 students will be collected each semester. Data on the number of BOG and Dream Act financial aid awards provided to AB540 students will be collected annually. Student satisfaction surveys will be conducted by the Welcome Center each semester and reviewed by the Coordinator for use in program improvement. In addition, faculty and staff surveys will be used on an annual basis to measure awareness of the services provided.

**A.2 Migrant Program Transportation**

***Activity Type(s)***

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

***Target Student Group(s) & # of Each Affected***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
A.2	Low income Hispanic	25

***Activity Implementation Plan***

Approximately 60 high school juniors and graduating seniors participate in Cabrillo’s Summer Migrant Program each year, taking English, Computer Applications and Introduction to College courses. The program serves as an important outreach and introduction to the college for this group of Latino students who may otherwise lack exposure and access to college. Some of these students live in remote locations in the Watsonville area that are not accessible by bus, and do not have access to cars. Transportation is a key

barrier for many of our students (Booth, Cooper, Karandjeff, et al. 2013) and van transportation will be provided for these students to allow them to participate in the program.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
	June-July 2016	\$2,000.00	\$0

***Link to Goal***

Transportation will provide access to the Cabrillo Summer Migrant program to low income, Latino students who would otherwise be unable to attend the program.

***Evaluation***

The number of students utilizing the van transportation will be measured and participation rates will be compared to prior years.

**A.3 Veterans Childcare Support**

***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

***Target Student Group(s) & # of Each Affected***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
A.3	Veterans	To be determined but expected to be approximately 100

**Activity implementation plan**

Provide support in the form of child care vouchers for student veterans with child care needs, without which our veterans find it difficult to attend classes, labs, office hours, or utilize campus resources such as the writing center and the STEM center. The number of veterans is expected to increase significantly, and many of these students have young families and child care needs that can be barriers to success (Booth, Cooper, Karandjeff, et al., 2013). This effort is being considered a pilot and may be extended to serve American Indian/ Alaskan Native and former foster youth either in the first year or in the second year if continued.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
	12/7/2015 - 6/30/2016	\$40,000.00	\$0

**Link to goal**

With a childcare subsidy, more veterans will be able to access and utilize college courses, programs and services and help move their representation from “great concern” towards “no concern.”

**Evaluation**

The number of veterans attending Cabrillo and the number utilizing child care vouchers will be measured each year. Funding may be adjusted from year to year according to demonstrated need.

**A.4 Bilingual Outreach**

**Activity Type(s)**

X	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

**Target Student Group(s) & # of Each Affected**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
A.4	Hispanic Foster Youth Veterans	Hispanic > 2,000 Foster Youth > 10 Veterans > 10

**Activity Implementation Plan**

Cabrillo College has revamped its Outreach program. With the hire of a new Outreach Specialist and an Outreach Program Coordinator, and starting a Student Ambassador program, the college is recruiting target groups to the college. We are developing new programs that we can deliver at the high schools to attract new Latino students; Spanish-language presentations and brochures targeting parents; hiring current students, who are themselves members of these target groups, to meet with prospective students and their families to talk about attending college; and enhancing relationships with community groups and agencies that work with target populations (example: CASA, Encompass Santa Cruz, Community Services, Foster ED Santa Cruz County, COE, Foster Youth Services, Santa Cruz Probation, etc.). The creation of new bilingual services are in response to findings from student focus groups (Asera, Cooper, Valenzuela, et al., 2015).

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.4	Fall 2015	\$15,000.00	\$0

**Link to Goal**

Targeted outreach to special populations should increase their representation in the study body and provide early awareness of support services.

**Evaluation**

Counts of outreach activities and number of participants will be tracked and reported each term. The participation rates of target populations will be monitored on an annual basis.

# Course Completion

## Campus-Based Research: Course Completion

### B. Course Success Definition

Percentage of students who receive a passing/satisfactory grade.

Numerator: A, B, C, CR, IA, IB, IC, IPP, P

Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W

Excluded grade notations: DR, IP, IX, MW, RD, UD, XX

<http://rpgroup.org/resources/institutional-research-operational-definitions-0>

Impacted groups are indicated by the Disproportionate Impact Index (DII) value and descriptor.

<b>Demographic Group</b>	<b>Target Population(s)</b>	<b>the # of students enrolled in &amp; were present in on census day in base year</b>	<b>The # of students who earned an A, B, C, or credit</b>	<b>The % of students succeeding (earned A, B, C, or credit)</b>	<b>DII Value</b>	<b>DII Descriptor</b>
	<b>All Students (Enrollments)</b>	78,821	57,160	72.52%	na	na
Ethnicity	African American	1,251	787	62.91%	82%	Moderate concern
	American Indian/Alaskan Native	355	266	74.93%	98%	No concern
	Asian	2,890	2,245	77.68%	101%	No concern
	Hispanic	31,879	21,568	67.66%	88%	Moderate concern
	Multi-Ethnicity	4,274	3,062	71.64%	93%	Moderate concern
	Pacific Islander	149	112	75.17%	98%	No concern
	Unknown	1,209	909	75.19%	98%	No concern
	White, Non-Hispanic (reference group)	36,814	28,211	76.63%	100%	No concern
Gender	Female (reference group)	41,394	30,536	73.77%	100%	No concern
	Males	37,224	26,466	71.10%	96%	No concern
	Unknown	203	158	77.83%	106%	High performer
Special Population	Current or former foster youth†	1402	802	57.2%	79%	Concern
	Individuals with disabilities†	8026	6044	75.3%	104%	No concern
	Low-income students†	51784	36589	70.7%	97%	No concern
	Veterans†	928	1288	72.0%	99%	No concern

† Derived from datatel database for 2014-2015 academic year. Reference group is college average.



		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Reference Group, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Enrollments "Lost"
Largest Gap	Current or former foster youth	-15.52%	-0.1552	x	1402	= -218
Second Largest	African American	-13.72%	-0.1372	x	1,251	= -172
Third Largest	Hispanic	-8.97%	-0.0897	x	31,879	= -2860

## Goals, Activities, Funding and Evaluation: Course Completion

### Goal B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap	Goal	Goal Year
Current or former foster youth	Concern (DII = 0.79)	No concern (DII ≈ 1.00)	2020
African American	Moderate Concern (DII = 0.82)	No concern (DII ≈ 1.00)	2020
Hispanic	Moderate Concern (DII = 0.88)	No concern (DII ≈ 1.00)	2020
Multi-Ethnic	Moderate Concern (DII = 0.93)	No concern (DII ≈ 1.00)	2020

**Activities: B. Course Completion**

**B.1 Watsonville Library Open Hours Expansion**

***Activity Type(s)***

	Outreach		Student Equity Coordination/ Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/ Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

***Target Student Group(s) & # of Each Affected***

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
B.1	All with focus on Latino, American Indian/Alaskan Native, African American, Multi-Ethnic, Foster Youth	≈3,300/year total for all students at Watsonville Center African American ≈ 35 American Indian/Alaskan Native ≈ 10 Hispanic ≈ 2,500 Multi-Ethnic ≈ 50 Foster Youth ≈ 20

***Implementation***

Expansion of librarian presence at the Watsonville Center in proven service areas that are currently a focus on the Aptos campus, including integrated research instruction for gatekeeper basic skills and transfer level courses. These expansions are in response to findings from student focus groups (Asera, Cooper, Valenzuela, et al., 2015). The existing 15 hour per week librarian presence at Watsonville will be increased to 25 hours per week. A minimum of 10 additional Library research instruction sessions will be provided for English 1A, English 100, English 255, evening classes, and core transfer level classes. We will pilot a drop in research lab for students at the

Watsonville Center focused on advanced search techniques using the library databases and citation references. Outreach will be provided to faculty to identify unmet needs for instruction sessions, as well as to other organizations at the Watsonville Center including Academy for College Excellence (ACE) and the Digital Nest, to explore connecting activities and improve student preparedness. Reference assistance will be increased from three to four days per week.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.1	Spring 2016-ongoing	\$18,702	\$0

***Link to goal***

Increased library instruction and research support are directly linked to students’ ability to complete English composition courses at all levels and core transfer level courses.

***Evaluation***

Watsonville library staff will produce an annual report of Watsonville library activities, including the number of course sections receiving library instruction. Student utilization of drop in research lab will be collected with analysis by demographic group. The increase in course completion for courses for which library instruction has been received over completion of comparable courses in 14/15 will be measured annually.

**B.2 Tutoring (Science/Math/English in Watsonville)**

***Activity Type(s)***

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support

	Research and Evaluation	X	Professional Development		
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**Target Student Group(s) & # of Each Affected**

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
B.2	All with focus on Hispanic, American Indian/Alaskan Native, African American, Multi-Ethnic, Foster Youth	≈1,200/year total for all students African American ≈ 15 American Indian/Alaskan Native ≈ 5 Hispanic ≈ 1,000 Multi-Ethnic ≈ 10 Foster Youth ≈ 20

**Activity Implementation Plan**

Instructional assistance in the form of individual drop in tutoring, supplemental instruction, and guided review sessions will be provided in both Spanish and English at the Watsonville Center for gateway, introductory yet intensive science courses, and transfer level English and math courses. Math tutoring at Cabrillo has shown positive benefits to course success rates (Blohm & Willett, 2015) and tutoring with trained tutors is identified as an effective practice in the “poppy copy” (Boroch, Fillpot, Hope, et al., 2013 effective practice D.10). Latinos/as are underrepresented in Science, Technology, Engineering and Mathematics (STEM) occupations, accounting for just seven percent of the STEM labor force, according to 2012 Bureau of Labor Statistics. It is critical to understand and address gaps in the STEM pathways for Latino/a students in addition to American Indian/Alaskan Natives and African Americans. Offering consistent instructional assistance to these introductory courses in Watsonville, that is bilingual and specific to Watsonville courses supports the growth of these pathways.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.2	Spring 2016	\$6,600.00	\$4,900 from BSI

**Link to Goal**

Tutoring is repeatedly offered as a factor in student completion and persistence, especially tutoring that is accessible, culturally sensitive, and convenient. The number of students participating in these services is

expected to increase, as well as the course completion rates for introductory math and science courses at the Watsonville Center.

***Evaluation***

Data on the number of students participating in tutoring at the Watsonville Center and course completion data for transfer level English and math and introductory science courses will be collected each semester and analyzed by demographic.

**B.3 Aptos Tutoring (ESL/HUB/MLC/Tutoring: Increase from \$25,000.00 to \$105,000.00)**

***Activity Type(s)***

	Outreach		Student Equity Coordination/ Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

***Target Student Group(s) & # of Each Affected***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
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B.3	All with focus on African American, American Indian/Alaskan Native, Hispanic Multi-Ethnic, Foster Youth	≈3,000/year total for all students receiving tutoring African American ≈ 45 American Indian/Alaskan Native ≈ 20 Hispanic ≈ 1,250 Multi-Ethnic ≈ 200 Foster Youth ≈ 50
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**Activity Implementation Plan**

This activity will increase the availability of one on one tutoring services in ESL, math, computer applications and business technology, and other subjects. Math tutoring at Cabrillo has shown positive benefits to course success rates (Blohm & Willett 2015) and tutoring with trained tutors is identified as an effective practice in the “poppy copy” (Boroch, Fillpot, Hope, et al., 2013 effective practice D.10). Students who are members of disproportionately impacted groups will experience increased access to one on one or pair tutoring in English and bilingually in English and Spanish.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.3	Spring and Summer 2016	\$105,000.00 = \$25,000 14-15 carryover + \$80,000 15-16 allocation	\$27,784 from BSI \$8,707 for math learning center from Natural and Applied Science Division

**Link to Goal**

Increased access to tutoring services in English and bilingually in English and Spanish will result in an increase in course completion.

**Evaluation**

Data will be collected each semester on the number of students utilizing tutorial services and courses for which tutoring is received and analyzed by demographic to compare the percent of students by subgroup using tutoring to their overall proportion in the student population. Course completion data for applicable courses will be obtained each semester and success rates of those receiving tutoring will be compared to those not receiving tutoring

with appropriate statistical controls to estimate the effect of tutoring overall and by subgroup.

#### **B.4 Reading in the Social Sciences**

##### ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

##### ***Target Student Group(s) & # of Each Affected***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
B.4	All with focus on African American, American Indian/Alaskan Native, Hispanic Multi-Ethnic, Foster Youth	<p>≈7,200/year total for all students enrolling in social sciences</p> <p>African American ≈ 120</p> <p>American Indian/Alaskan Native ≈ 25</p> <p>Hispanic ≈ 3,000</p> <p>Multi-Ethnic ≈ 450</p> <p>Foster Youth ≈ 100</p>

##### ***Activity Implementation Plan***

Reading across the curriculum strategies were identified as best practice in the “poppy copy” (Boroch, Fillpot, Hope, et al., 2013, effective practice D.2 page 41). Starting in Fall of 2015 the social science programs at the college

will systematically gather data on the ways that reading assignments are designed and the different techniques used by instructors to teach reading. At the same time students in those programs will be surveyed to determine their reading patterns. Results will be compiled and shared among social science instructors in a Flex activity in Spring 2016. A follow up training will be held to promote “best practices” for reading instruction and design in the social sciences. The theory here is that the college will start by building on what we already are doing well, and then learn other possible approaches reading pedagogy in the context of the social sciences. The institutionalization of a broader college-wide commitment to this sort of reading project is one of the hoped for results of this activity.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.4	Fall 2015 - Spring 2016	\$8300.00	\$0

***Link to Goal***

Increased course completion rates for student in all of the social science departments, especially among low-income and first generation students, and among Latino/a, American Indian/Alaskan Native, African American, Multi-Ethnic, and Foster Youth students. The goal is to reduce the achievement gaps in social science courses to levels of “no concern” by 2020.

***Evaluation***

Student course success rates in social science programs will be analyzed by demographic group every semester. Student learning outcomes related to reading content will be examined annually.

**B.5 Improving Awareness of Academic Student Support Services**

***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support



	Research and Evaluation	X	Professional Development		
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**Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
B.5	All with focus on African American, American Indian/Alaskan Native, Hispanic Multi-Ethnic, Foster Youth	≈7,200/year total for all students enrolling in social sciences African American ≈ 120 American Indian/Alaskan Native ≈ 25 Hispanic ≈ 3,000 Multi-Ethnic ≈ 450 Foster Youth ≈ 100

**Activity Implementation Plan**

This project directly addresses findings from the student equity focus group report and will focus on publicizing the academic support services available to students (Asera, Cooper, Valenzuela, et al., 2015). The project will create posters, fliers, and online content designed to give students quick and clear directions of how to academically succeed in their classes. All of the population groups identified in the Student Equity Plan can benefit from increased awareness of student academic support services, especially lower-income, first-generation students, and those students most at risk of dropping out (Booth, Cooper, Karendjeff, et al., 2013).

ID	Timeline(s)	Student Equity Funds	Other Funds
	Spring 2016	\$3400.00	\$0

**Link to Goal**

The goal is to reduce the achievement gaps in course success rates to levels of “no concern” by 2020.

**Evaluation**

Usage of student services with an emphasis on SSSP activities will be analyzed by demographic group on an annual basis and compared to the pre-implementation year of 2014-2015. Student course success rates will be analyzed by demographic group every semester to monitor achievement gaps.

## B.6 Supplemental Instruction

### *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

### *Target Student Group(s) & # of Each Affected*

ID	Target Group	# of Students Affected
B.6	Any with focus on African American, American Indian/Alaskan Native, Hispanic Multi-Ethnic, Foster Youth	> 1,000

### *Activity Implementation Plan*

Supplemental Instruction (SI) and other models for peer-led team learning have been shown to increase student success through improvement in course success rates during the current semester and in subsequent related classes (Boroch, Fillpot, Hope, et al., 2013 effective practice D.10). Sessions are held once or twice a week, from 1-2 hours each. Students work on current topics from the associated class and address optimal approaches in studying the material. Sessions can involve discussions or more active problem-solving activities on the part of the student participants. The sessions are facilitated by trained student peers who have completed the course at a mastery level. In some models, the peer leaders will also be paid to attend class sessions. Peer leaders also help recruit participants by promoting the sessions in the class, as well as coordinating with the instructor about topics to review in the weekly sessions. The resources needed to fund this include a student assistant hourly budget, classroom space, and supplies for the SI sessions.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.6	12/7/2015 and ongoing	\$53,762	Basic Skills Initiative = \$10,000 for Watsonville SI

***Link to Goal***

Increased access to supplemental instruction will result in an increase in course completion.

***Evaluation***

Data will be collected each semester on the number of students utilizing supplemental instruction and courses for which supplemental instruction is received and analyzed by demographic to compare the percent of students by subgroup using supplemental instruction to their overall proportion in the student population. Course completion data for applicable courses will be obtained each semester and success rates of those receiving supplemental instruction will be compared to those not receiving supplemental instruction with appropriate statistical controls to estimate the effect of supplemental instruction overall and by subgroup.

**B.7 Athletic Study Hall**

***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

***Target Student Group(s) & # of Each Affected***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
B.7	Any with focus on African American, American Indian/Alaskan Native, Hispanic Multi-Ethnic, Foster Youth	> 50/semester

**Activity Implementation Plan**

In cooperation with the Tutoring Center, additional tutoring support will be provided for student athletes in an Athletic Study Hall format, particularly those from target groups who have been recruited to come to Cabrillo and may not be aware of the academic culture or the services here (Asera, Cooper, Valenzuela, et al., 2015). Due to practice and game schedules, athletes are finding it difficult to get to regular campus tutoring centers that have proved to be effective practices for improving success (Boroch, Fillpot, Hope, et al., 2013, effective practice D.10; Blohm and Willett, 2015). This additional support will target evening and weekend hours that are tailored to their specific needs.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.7	Spring 2015	\$4500.00	\$0

**Link to Goal**

Increased access to a structured study hall will result in an increase in course completion.

**Evaluation**

Data will be collected each semester on the number of students utilizing the study hall and analyzed by demographic. Course completion data for applicable courses will be obtained each semester and success rates of those using the study hall will be compared to those not using the study hall with appropriate statistical controls to estimate the effects overall and by subgroup.

**B.8 Retention Campaign**

**Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

**Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
B.8	All with focus on African American, American Indian/Alaskan Native, Hispanic Multi-Ethnic, Foster Youth	All target group members > 8,000/year

**Activity Implementation Plan**

Develop a “See Something, Say Something, Do Something” campaign to give faculty and staff resources to help connect students to Cabrillo and increase student retention. The campaign will be based on the RP Group’s Student Support (Re)defined research and offer simple ways that faculty and staff can intervene and refer students to get the support they need; from tutoring assistance to finding a place to live (Booth, Cooper, Karandjeff, et al., 2013).

ID	Timeline(s)	Student Equity Funds	Other Funds
B.8	Spring 2015	\$3000.00	\$0

**Link to Goal**

Increased access to support services should result in an increase in course completion and likelihood of enrolling in subsequent terms.

**Evaluation**

Usage of student services with an emphasis on SSSP activities will be analyzed by demographic group on an annual basis and compared to the pre-implementation year of 2014-2015. Student course success rates will be analyzed by demographic group every semester to monitor achievement gaps.

## ESL and Basic Skills Completion

### Campus-Based Research: ESL and Basic Skills Completion

- C. **ESL And Basic Skills Completion Definition.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. The tables on the following pages are based upon the Student Success Scorecard. Impacted groups are indicated by the Disproportionate Impact Index (DII) value and descriptor.

## English as a Second Language

Demographic Group	Target Population (s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	DII Value	DII Descriptor
	<i>All Students</i>	<b>133</b>	<b>13</b>	<b>9.77%</b>	na	na
Ethnicity	African American	na	na	na	na	na
	American Indian/Alaska Native	na	na	na	na	na
	Asian	18	1	5.56%	54%	Great concern
	Filipino	na	na	na	na	na
	Hispanic	87	9	10.34%	100%	No concern
	Pacific Islander	na	na	na	na	na
	White, Non-Hispanic (reference group)	na	na	na	na	na
	Unknown	25	2	8.00%	77%	Concern
Gender	Female (reference group)	78	7	8.97%	79%	Concern
	Male	53	6	11.32%	100%	No concern
	Unknown	na	na	na	na	na
Special Population	Current or former foster youth†	na	na	na	na	na
	Individuals with disabilities	na	na	na	na	na
	Low-income students	67	9	13.43%	228%	High performer
	Veterans†	na	na	na	na	na

† Cohort based metrics currently unavailable.

## English

Demographic Group	Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	DII Value	DII Descriptor
	<i>All Students</i>	1551	701	45.20%	na	na
Ethnicity	African American	31	11	35.48%	75%	Concern
	American Indian/Alaska Native	21	12	57.14%	120%	High performer
	Asian	33	12	36.36%	77%	Concern
	Filipino	33	19	57.58%	121%	High performer
	Hispanic	716	313	43.72%	92%	Moderate concern
	Pacific Islander	12	4	33.33%	70%	Concern
	White, Non-Hispanic (reference group)	585	278	47.52%	100%	No concern
	Unknown	120	52	43.33%	91%	Moderate concern
Gender	Female (reference group)	777	378	48.65%	100%	No concern
	Male	762	318	41.73%	86%	Moderate concern
	Unknown	12	5	41.67%	86%	Moderate concern
Special Population	Current or former foster youth†	na	na	na	na	na
	Individuals with disabilities	136	61	44.85%	99%	No concern
	Low-income students	810	371	45.80%	103%	No concern
	Veterans†	na	na	na	na	na

† Cohort based metrics currently unavailable.



## Math

Demographic Group	Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	DII Value	DII Descriptor
	All Students	1426	497	34.85%	na	na
Ethnicity	African American	31	8	25.81%	74%	Concern
	American Indian/Alaska Native	16	4	25.00%	72%	Concern
	Asian	26	13	50.00%	143%	High performer
	Filipino	23	10	43.48%	125%	High performer
	Hispanic	519	152	29.29%	84%	Moderate concern
	Pacific Islander	12	3	25.00%	72%	Concern
	White, Non-Hispanic (reference group)	676	268	39.64%	114%	High performer
	Unknown	123	39	31.71%	91%	Moderate concern
Gender	Female (reference group)	782	298	38.11%	100%	No concern
	Male	636	194	30.50%	80%	Moderate concern
	Unknown	8	5	62.50%	164%	High performer
Special Population	Current or former foster youth†	na	na	na	na	na
	Individuals with disabilities	139	58	41.73%	122%	High performer
	Low-income students	727	247	33.98%	95%	Moderate concern
	Veterans†	na	na	na	na	na

† Cohort based metrics currently unavailable.

			1	2		3	4
Discipline	Equity Gap	Student Group	Gap in comparison to reference group, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	Number of Students "Lost"
ESL	Largest Gap	Asian	4.79%	0.0479	x	18	= 1
ESL	Second Largest	Unknown Ethnicity	2.34%	0.0234	x	25	= 1
ESL	Third Largest	Female	2.35%	0.0235	x	78	= 2
English	Largest Gap	Pacific Islander	14.19%	0.1419	x	12	= 2
English	Second Largest	African American	12.04%	0.1204	x	31	= 4
English	Third Largest	Asian	11.16%	0.1116	x	33	= 4
Math	Largest Gap	American Indian/ Alaska Native	9.85%	0.0985	x	16	= 2
Math	Second Largest	Pacific Islander	9.85%	0.0985	x	12	= 1
Math	Third Largest	African American	9.05%	0.0905	x	31	= 3

# Goals, Activities, Funding and Evaluation: ESL And Basic Skills Course Completion

## Goal C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Discipline	Target Population(s)	Current gap	Goal	Goal Year
ESL	Asian	Great concern (DII = 0.54)	No concern (DII $\approx$ 1.00)	2020
ESL	Unknown Ethnicity	Concern (DII = 0.77)	No concern (DII $\approx$ 1.00)	2020
ESL	Female	Concern (DII = 0.79)	No concern (DII $\approx$ 1.00)	2020
English	Pacific Islander	Concern (DII = 0.70)	No concern (DII $\approx$ 1.00)	2020
English	African American	Concern (DII = 0.75)	No concern (DII $\approx$ 1.00)	2020
English	Asian	Concern (DII = 0.77)	No concern (DII $\approx$ 1.00)	2020
Math	American Indian/Alaska Native	Concern (DII = 0.72)	No concern (DII $\approx$ 1.00)	2020
Math	Pacific Islander	Concern (DII = 0.72)	No concern (DII $\approx$ 1.00)	2020
Math	African American	Concern (DII = 0.74)	No concern (DII $\approx$ 1.00)	2020

**Activities: C. ESL And Basic Skills Course Completion**

**C.1 ESL Software**

**Activity Type(s)**

	Outreach		Student Equity Coordination/ Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

**Target Student Group(s) & # of Each Affected:**

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
C.1	All with focus on Asian, Hispanic, and Female students	Approximately 300/year total Asian ≈ 30 Hispanic ≈ 200 Female ≈ 180

**Activity Implementation Plan**

Software and access codes to online activities will be purchased for use in the ESL student lab to facilitate further development of academic language and study skills consistent with identified effective practices for ESL (Boroch, Fillpot, Hope, et al., 2013, effective practice D.2, pages 46-49).

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.1	12/7/2015 and ongoing	\$5,000	\$0

**Link to Goal**

Access to additional software and online support materials will increase enrollment in ESL courses, improve ESL students’ persistence and success rates and increase the number of students completing the ESL course sequence.

### ***Evaluation***

Enrollment and course completion data will be collected each semester and analyzed by demographic. Data on the number of students completing the ESL sequence will be collected at the end of the three year period and compared to the pre-implementation period of 2012-2013 through 2014-2015.

### **C.2 Assessment Pilot**

#### ***Activity Type(s)***

X	Outreach		Student Equity Coordination/ Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

#### ***Target Student Group(s) & # of Each Affected:***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
C.2	Any	450 in first semester pilot > 2,000/year at scale

#### ***Activity Implementation Plan***

Develop a pilot program that will be similar to Long Beach City College's (LBCC) assessment process that places students in initial math and English courses using high school course completion and grades (Belfield & Crosta, 2012; Scott-Clayton, 2012; Willett, T., Hayward, C., & Dahlstrom, E., 2008; Willett, T., 2013; Hetts, J., Fulks, J., Cooper, E., Muñoz, M. & Fuenmayor, A., 2015; Willett, Hayward, Nguyen, et al., 2015). The planning for the pilot will be conducted in spring and fall 2015 with Watsonville and Pajaro Valley High Schools. The schools have similar demographics, are in the same school district, and have identical curriculum. Using LBCC as a guide, we will develop a rubric that has been co-developed by Cabrillo's math department and the high school math faculty, which will make it easy for staff to determine course placement. For example, four years of high school math and completing specific courses with a grade of B or better will be utilized to place students in the appropriate level of math at Cabrillo.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.2	Fall 2016	\$5,000.00	\$0

***Link to Goal***

This activity should increase the throughput of degree applicable and transfer math completion primarily by having a greater proportion of students placed into higher levels of math to reduce the number of attrition points.

***Evaluation***

Pilot students’ placements, enrollments, and initial course success will be analyzed in the first term. Throughput rates to degree applicable and transfer level math courses will be tracked each term. Pilot students and their instructors will be surveyed to assess fidelity of implementation.

## **Degree and Certificate Completion**

### **Campus-Based Research: Degree and Certificate Completion**

**D. Degree and Certificate Completion.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. The tables on the following pages are based on the Student Success Scorecard for overall completion disaggregated by the degree and certificate completion outcome. Impacted groups are indicated by the Disproportionate Impact Index (DII) value and descriptor.

<b>Demographic Group</b>	<b>Target Population(s)</b>	<b>The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree</b>	<b>The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.</b>	<b>The rate of degree and certificate completion</b>	<b>DII Value</b>	<b>DII Descriptor</b>
	<i>All Students</i>	1321	374	22.06%	na	na
Ethnicity	African American	27	6	22.22%	93%	Moderate concern
	American Indian/Alaska Native	16	2	12.50%	52%	Great concern
	Asian	43	6	13.95%	58%	Great concern
	Filipino	32	6	18.75%	78%	Concern
	Hispanic	604	123	20.36%	85%	Moderate concern
	Pacific Islander	10	2	20.00%	84%	Moderate concern
	White, Non-Hispanic (reference group)	789	189	23.95%	100%	No concern
	Unknown	174	40	22.99%	96%	No concern
Gender	Female (reference group)	837	212	25.33%	100%	No concern
	Male	836	161	19.26%	76%	Concern
	Unknown	22	1	4.55%	21%	Great concern
Special Population	Current or former foster youth†	na	na	na	na	na
	Individuals with disabilities	121	33	27.27%	124%	High performer
	Low-income students	1041	243	23.34%	106%	High performer
	Veterans†	na	na	na	na	na

† Cohort based metrics currently unavailable.

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to reference group, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	Number of Students "Lost"
Largest Gap	American Indian/ Alaska Native	11.45%	0.1145	x	16	= 2
Second Largest	Asian	10.00%	0.1	x	43	= 4
Third Largest	Male	6.07%	0.0607	x	836	= 51

## Goals, Activities, Funding and Evaluation: Degree and Certificate Completion

### Goal D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap	Goal	Goal Year
American Indian/ Alaska Native	Great concern (DII = 0.52)	No concern (DII $\approx$ 1.00)	2020
Asian	Great concern (DII = 0.58)	No concern (DII $\approx$ 1.00)	2020
Male	Concern (DII = 0.76)	No concern (DII $\approx$ 1.00)	2020

Note: Students of unknown gender also showed very low completion rates. These may be male students and their completion rates will be monitored to see if they improve along with male students.



**Activities: D. Degree and Certificate Completion**

**D.1 MathPLUS**

***Activity Type(s)***

	Outreach		Student Equity Coordination/ Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

***Target Student Group(s) & # of Each Affected:***

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
D.1	Any, but with an emphasis on non-White students and males	50-100 Counts by demographic group will be available after recruitment.

***Activity Implementation Plan***

The MathPLUS program is a one-week intensive math intervention that offers students the opportunity to improve their placement test results in mathematics and/or prepare for math courses that they will be taking. This program is modeled after Cañada College’s (Camacho, 2009) and Pasadena College’s (Klein, 2012) award winning Math Jam projects. The mission of MathPLUS is to help students complete their Associates Degrees and/or transfer requirements in fewer semesters than previously possible, especially students whose initial placement is in Basic Skills math courses and students intending to major in Science, Technology, Engineering, or Mathematics (STEM) fields who placed into a college math course below pre-calculus and who want to advance to the next math level by scoring higher on the math placement test at the end of MathPLUS.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
D.1	Summer 2015, ongoing	\$50,000.00	\$0

***Link to Goal***

Students participating in MathPLUS will be able to accelerate their progress through the required math sequence, by achieving either a higher math placement level or greater ability to complete the level of math at which they originally placed. This will aid in retention and persistence to complete degrees and certificates.

***Evaluation***

Students will be surveyed at the end of each session to assess implementation. Students will be tracked to determine how many were able to improve their placement, the math course enrolled in, their success rate in that course, and their progression through the math sequence. These tracking data will be updated each term.

**D.2 Cabrillo Connects Mentor Program**

***Activity Type(s)***

X	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/ Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

***Target Student Group(s) & # of Each Affected***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
D.2	Any, but with an emphasis on non-White students and males	30 total in first year Counts by demographic group will be available after recruitment.

**Activity Implementation Plan**

The “Cabrillo Connects” Mentor Program for new students has as its aim to provide personal, academic and career advice to Cabrillo College students at both the Aptos and Watsonville locations, which should improve student outcomes (Roueche and Roueche, 1999). Mentoring will be done by trained volunteer staff and faculty at the college. Initially the focus will be on students who volunteer, are entering college for the first time, and are first-generation college students. It is important to point out that this mentoring program is not meant to replace or compete with the professional academic counselors on campus, nor the mental health experts in the student health center or the varied forms of advocacy provided to Cabrillo students within the learning communities. The goal is to work in conjunction with these resources where we can provide a well-informed experience for our students.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.2	Fall 2015	\$10,000.00	\$0

**Link to Goal**

The mentoring activity is expected to improve term to term persistence and result in increased degree and certificate completion rates for participants.

**Evaluation**

Students will receive the College Student Self-Assessment Survey (CSSAS) developed for the Academy for College Excellence (ACE) early in the activity and again in the subsequent semester to assess changes in self-efficacy. Students will be tracked and each semester key progression metrics will be reviewed including term to term persistence, unit accumulation, academic standing, and completion of a degree or certificate.

### D.3 Pathways and Pedagogy

#### *Activity Type(s)*

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

#### *Target Student Group(s) & # of Each Affected*

ID	Target Group(s)	# of Students Affected
D.3	All	All target group members > 8,000/year

#### *Activity Implementation Plan*

Feedback from the Equity Committee and discussions with the math and English departments have resulted in the creation of a new staff development project as part of the Equity Plan. The initial focus is on aiding departmental faculty in math, reading, ESL and English, plus members from key Student Services departments, to design, undertake and assess equity Action Research projects and to use the results to achieve integrated planning to further equity on campus. The staff professional development project will take place over several years and will be expanded to include faculty and staff from other departments. The initial focus will be on key areas that can be measured and have an impact on student equity and closing achievement gaps.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.3	Spring 2015-Spring 2017	\$80,000.00	\$0

#### *Link to Goal*

The pathways and pedagogy is an umbrella effort that supports activity leads and provides a structured framework for developing new activities.

### ***Evaluation***

The number of college personnel participants will be reported by employee group. The number of activities developed and/or supported by this will be reviewed in addition to an analysis of the efficacy of those activities as noted elsewhere in this report. Participants will be surveyed on an annual basis to assess the impact of this development and support activity.

## **Transfer**

### **Campus-Based Research: Transfer**

**E. Transfer.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. The tables on the following pages are based upon the Student Success Scorecard for overall completion disaggregated by the transfer outcome. Impacted groups are indicated by the Disproportionate Impact Index (DII) value and descriptor.

Demographic Group	Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	DII Value	DII Descriptor
		All Students	1695			
Ethnicity	African American	27	12	44.44%	114%	High performer
	American Indian/Alaska Native	16	4	25.00%	64%	Great concern
	Asian	43	21	48.84%	126%	High performer
	Filipino	32	8	25.00%	64%	Great concern
	Hispanic	604	127	21.03%	54%	Great concern
	Pacific Islander	10	2	20.00%	51%	Great concern
	White	789	307	38.91%	100%	No concern
	Unknown	174	68	39.08%	100%	No concern
Gender	Female	837	285	34.05%	100%	No concern
	Male	836	259	30.98%	91%	Moderate concern
	Unknown	22	5	22.73%	67%	Great concern
Special Populations	Current or former foster youth†	na	na	na	na	na
	Individuals with disabilities	121	30	24.79%	77%	Concern
	Low-income students	1041	285	27.38%	85%	Moderate concern
	Veterans†	na	na	na	na	na

† Cohort based metrics currently unavailable.

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to reference group, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	Number of Students "Lost"
Largest Gap	Pacific Islander	18.91%	0.1891	x	10	= 2
Second Largest	Hispanic	17.88%	0.1788	x	604	= 108
Third Largest	Filipino	13.91%	0.1391	x	32	= 4
Third Largest	American Indian/ Alaska Native	13.91%	0.1391	x	16	= 2

## Goals, Activities, Funding and Evaluation: Transfer

### Goal E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap	Goal	Goal Year
Pacific Islander	Great concern (DII = 0.51)	No concern (DII ~ 1.00)	2020
Hispanic	Great concern (DII = 0.54)	No concern (DII ~ 1.00)	2020
Filipino	Great concern (DII = 0.64)	No concern (DII ~ 1.00)	2020
American Indian/ Alaska Native	Great concern (DII = 0.64)	No concern (DII ~ 1.00)	2020
Individuals with disabilities	Concern (DII = 0.77)	No concern (DII ~ 1.00)	2020

Note: Students of unknown gender also showed very low completion rates. Their completion rates will be monitored to see if they improve.

**Activities: E. Transfer**

**E.1 Counselor, DSP&S (Accessibility Support Center)**

**Activity Type(s)**

X	Outreach	X	Student Equity Coordination/ Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

**Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
E.1	Students with disabilities	1,500 - 2,000/year

**Activity Implementation Plan**

This counselor will provide academic, personal, transfer and career counseling to the increasing number of target population students presenting with complex educational, psychological, and social limitations. Many of these students fall on the autism spectrum while another subgroup has psychological disabilities adversely affecting their course completion and graduation rates. The latter group is often reluctant to access services for fear of being exposed as having a mental illness. The counselor will provide dedicated outreach to students eligible for but not accessing ASC services and, moreover, provide focused services and activities for high need groups. The counselor will support autism spectrum students to establish their own student club and act as club advisor, and provide education and support to college personnel by offering Flex activities, department presentations, and individual coaching for faculty and staff.

ID	Timeline(s)	Student Equity Funds	Other Funds
	12/7/2016 and ongoing	\$50,736	SSSP = \$50,736



***Link to Goal***

Access will be provided to programs and services that will improve all other success indicators for students with psychological disabilities. Through student outreach, the establishment of a student club, and increased faculty and staff awareness of the needs of these students, the students will feel comfortable entering Cabrillo, approaching their instructors, and accessing the needed support services.

***Evaluation***

Data will be collected on the number of students participating in ASC services and in the newly formed student club. Student achievement data will be reviewed every semester. Survey data on student satisfaction and student needs will be conducted on an annual basis to inform implementation.

**E.2 Equity Counselor**

***Activity Type(s)***

X	Outreach	X	Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/ Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

***Target Student Group(s) & # of Each Affected***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
E.2	All	All target group members > 8,000/year

***Activity Implementation Plan***

Increase counseling focus on target populations by additional counseling involvement and activities targeting students who will benefit from supplemental support.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
E.2	12/7/2015 and ongoing	\$100,000	\$0

***Link to Goal***

Enhanced support services will lead to increased access, persistence in course and basic skills sequence completion, awareness and ability to complete certificates, degrees and transfer.

***Evaluation***

Student participation in counseling appointments and workshops will be tracked and reported each semester. The coordinator will be evaluated annually by the position supervisor.

**E.3 MESA Supplemental Support**

**Activity Type(s)**

X	Outreach		Student Equity Coordination/ Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

***Target Student Group(s) & # of Each Affected***

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
E.3	Low Income (and first generation college students)	400-500/term

***Activity Implementation Plan***

Cabrillo’s MESA is an existing, successful equity transfer program whose mission is to assist the educationally disadvantaged, low income students in a science, engineering or mathematics major to successfully complete lower division coursework and navigate the pathway to transfer. Latino students, who comprise one of the most underrepresented groups in STEM fields, and the low income first-generation students make up the majority of the

population served by MESA. The program delivers comprehensive academic, counseling and professional development support to its members. A critical need exists for additional staffing to respond to student need for more open hours, additional peer tutors, additional faculty and instructional assistant hours and expanded services in general. In addition to augmenting support for MESA on the Aptos campus, establishing a MESA presence at the Watsonville Center through tutoring or instructional assistant hours would extend these services to a large segment of the target population.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
E.3	Fall 2105-ongoing	\$40,000.00	MESA ≈ \$150,000

***Link to Goal***

The MESA program is oriented towards students achieving the specific outcome of transfer in part by supporting successful course outcomes and term to term persistence.

***Evaluation***

Data will be collected each semester on the number of students utilizing MESA services and the STEM center in which the program is located and analyzed by demographic to compare the percent of students by subgroup using the services to their overall proportion in the STEM student population. Course completion data for applicable STEM courses will be obtained each semester and success rates of those receiving services will be compared to those not receiving tutoring with appropriate statistical controls to estimate the effect of services overall and by subgroup.

**E.4 Math Pathways/Curricular Planning**

**Activity Type(s)**

	Outreach	X	Student Equity Coordination/ Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/ Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

**Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
E.4	All with emphasis on American Indian/ Alaskan Native, Filipino, Hispanic, Pacific Islander, Male, Students with Disabilities, Foster Youth, and Veterans	≈5,800/year total for all students enrolling in math American Indian/ Alaskan Native ≈ 25 Filipino ≈ 65 Hispanic ≈ 2,800 Pacific Islander ≈ 10 Male ≈ 2,800 Students with Disabilities ≈ 600 Foster Youth ≈ 30 Veterans ≈ 80

**Activity Implementation Plan**

The math department is involved in a series of projects, including the development of a sequence of non-credit math courses in modular format and development of a Statistics Pathway utilizing information from the California Acceleration Project that has demonstrated efficacy (Hayward & Willett, 2014). Working through existing groups (EOPS, Puente, Vets Center, Foster Youth Center, library) the math department has supplied textbooks and calculators (scientific and graphing) to students at no cost. The groups are assisting with the distribution and record keeping. Math faculty are participating in professional development through attendance at various conferences, including the annual AMATYC (American Mathematical Association of Two-Year Colleges) conference and its subsidiaries, as well as conferences on Growth Mindset and Habits of Mind. In addition, funding has been allocated to the Planning and Research Office to help support evaluation of the results of the various projects as they come in.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.4	Fall 2105-ongoing	\$80,000.00	\$0

**Link to Goal**

The Math Pathways suite of activities should increase throughput to transfer level math, which is a key barrier to the transfer outcome.

**Evaluation**

Students participating in pilot interventions such as accelerated courses will have their throughput to transfer level coursework compared to non-participants with appropriate statistical controls to estimate the effects overall and by subgroup.

**Other College- or District-wide Initiatives Affecting Several Indicators**

The Student Equity Steering Committee recognizes the need to provide fiscal oversight and programmatic leadership of the campus-wide student equity activities. Many of the activities will result in greater demand for services, and eventually equity will become part of a holistic educational experience combining both academic and student support services. Equity efforts require personnel to address and identify inequitable practices through ongoing data collection, monitoring and evaluating the success indicators, determining appropriate expenditures, evaluating outcomes, and accountability for effective institutional change. To that end, hiring a student equity program coordinator and staff to provide direct support for the development and implementation of student equity activities is an allowable expenditure, and necessary for the structure of the Student Equity Program to be successful.

**Goals, Activities, Funding and Evaluation: Affecting Several Indicators**

**Activities: F. Activities Affecting Several Goals**

**F.1 Director of Student Equity and Success**

***Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

**Activity Type(s)**

X	Outreach	X	Student Equity Coordination/ Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/ Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

**Target Student Group(s) & # of Each Affected**

ID	Target Group	# of Students Affected
F.1	All	All target group members > 8,000/year

**Activity Implementation Plan**

The primary responsibility of this position is to coordinate and deliver support services and programs, relating to the academic, personal, and social needs of students from culturally and ethnically diverse backgrounds. A secondary aspect is working with the entire college community in heightening awareness and appreciation of cultural, social, and ethnic differences through professional development efforts. This position will provide leadership to the college and serve as one of the college’s primary leaders in implementing changes that support diversity and social justice issues; assess programmatic needs in collaboration with college constituents; and foster a supportive and inclusive environment for all students, faculty, and staff through programming efforts, professional development, mentoring, and advocacy.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.1	12/7/2015 and ongoing	\$122,227	\$0

**Link to Goal**

This position will provide leadership to the college and serve as one of the college’s primary leaders in implementing changes that support diversity and social justice issues; assesses programmatic needs in collaboration with college constituents; and fosters a supportive and inclusive environment for

all students, faculty, and staff through programming efforts, professional development, mentoring, and advocacy.

***Evaluation***

This position will coordinate all activities that are funded by Student Equity to ensure measurable outcomes as identified by the plans are appropriate. The Student Equity Director will evaluate services on an annual basis. The director will be evaluated annually by the position supervisor.

**F.2 Student Equity Program Coordinator**

***Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

***Activity Type(s)***

X	Outreach	X	Student Equity Coordination/ Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

***Target Student Group(s) & # of Each Affected***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
F.2	All	All target group members > 8,000/year

***Activity Implementation Plan***

This multi year plan will address needs of the target groups, many that were not included in the 2014-2015 plan. Through an increased sense of belonging, more students will persist and move towards their completion goals. The Student Equity Program Coordinator will work to improve and

strengthen the collaborative equity efforts and activities on campus, targeting disproportionately impacted groups, focusing on “invisible” student populations. The Coordinator will identify in-reach activities that connect students to resources, increase student to student networking and mentoring, be responsible for social media presence, and create collaborative alliances between existing programs to increase students’ sense of belonging.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
F.2	12/7/2015 and ongoing	70% @ \$54,224.00	SSSP \$23,238.00

***Link to Goal***

Using various social media platforms, and collaborating with existing programs as identified by the Equity Director to measure the increase of student participation in activities and services on campus.

***Evaluation***

Monitor the increased use of services/resources using surveys and data provided in program plans; create a social media presence to evaluate the effectiveness of in-reach efforts; and development of a student-to-student network as needed to identify areas that need attention and or a refocused commitment. The coordinator will be evaluated annually by the position supervisor.

**F.3 Foster Youth Coordinator (100%)**

***Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		



**Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

**Target Student Group(s) & # of Each Affected**

ID	Target Group(s)	# of Students Affected
F.3	Foster Youth	≈100-200 depending on outreach

**Activity Implementation Plan**

Increase Foster Youth Coordinator position to 100% (from 50%) to enhance activities and services that increase access and success of current and former Foster Youth. The Foster Youth Independence program needs dedicated support services staff to focus on the real academic needs of our foster youth. The state of California, through the Student Equity mandate, has prioritized Foster Youth who have dismal transfer and graduation rates in the State of California. Cabrillo also has similar data on our Foster Youth. FYI has a dedicated program space for foster youth students and has the ability to incorporate a full slate of meaningful education and support workshops, guest speakers, and focused tutoring, coaching and counseling assistance.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.3	12/7/2015 and ongoing	\$34,962 (50% increase)	\$34,962 ongoing from 14/15

**Link to Goal**

Enhanced coordination of outreach and support services will lead to increased access, persistence in course and basic skills sequence completion, awareness and ability to complete certificates, degrees and transfer.

**Evaluation**

Foster Youth participation and achievement will be tracked each semester. The coordinator will be evaluated annually by the position supervisor.

**F.4 Veteran’s Coordinator (100%)**

**Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

**Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

**Target Student Group(s) & # of Each Affected**

ID	Target Group(s)	# of Students Affected
F.4	Veterans	>200

**Activity Implementation Plan**

With the hiring of a dedicated employee we can focus activities and services to increase the number of Current and Former Foster Youth and Veterans enrolled and served at Cabrillo College. Working with public and private local agencies that service Current and Former Foster Youth and Veterans, we can significantly increase the number of these target populations who enroll. We plan to provide more intensive supportive services to increase semester-to-semester completion and degree and certificate completion.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
F.4	12/7/2015 and ongoing	\$34,962 (50% increase)	\$34,962 ongoing from 14/15

***Link to Goal***

Enhanced coordination of outreach and support services will lead to increased access, persistence in course and basic skills sequence completion, awareness and ability to complete certificates, degrees and transfer.

***Evaluation***

Veterans participation and achievement will be tracked each semester. The coordinator will be evaluated annually by the position supervisor.

**F.5 Research Support**

***Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

***Activity Type(s)***

	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

***Target Student Group(s) & # of Each Affected:***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
F.5	All	All target group members > 8,000/year

**Activity Implementation Plan**

The Planning and Research Office provides support for planning and provides technical assistance to evaluation efforts including survey development and implementation, standardized reporting, and custom research.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.5	1/12/2015 and ongoing	\$30,000	SSSP ≈ \$50,000 General fund ≈ \$450,000

**Link to Goal**

The Planning and Research Office provides overall support for the Student Equity Plan, supports specific activities intended to achieve the college’s equity goals, and provides measurements of movement towards those goals.

**Evaluation**

Annual key performance indicators will be maintained and presented to the campus community. Equity activities will receive support and formative data. The annual plan will be populated with current data and updated evaluation plans. Summative reports will contain relevant data to support conclusions.

## **Summary Budget**

See following pages with budget detail printout. An associated excel file is also available for review.

<b>2015-16 Student Equity Plan Summary Bu</b>
Cabrillo Community College
Cabrillo College

**Part II: Planned Student Equity (SE) Expenditures**

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoryicals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/Finance/Facilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoryicals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
1000	<b>Academic Salaries: Position Title(s)</b>	<b># of Hours</b>											
	Equity Counselor	40.00	E2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 79,106	79,106	
	ASC (DSPS) Counselor	20.00	E1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,289	35,289	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
<b>Subtotal</b>				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114,395	<b>\$ 114,395</b>	
2000	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>	<b># of Hours</b>	Activity ID	Outreach	Student Services & Categoryicals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total	
	Director of Student Equity & Success	40.00	F1	\$ -	\$ -	\$ -	\$ 85,152	\$ -	\$ -	\$ -	\$ -	85,152	
	Student Equity Program Coordinator	28.00	F2	\$ -	\$ -	\$ -	\$ 15,972	\$ -	\$ -	\$ -	\$ 15,972	31,944	
	Foster Youth Program Coordinator	40.00	F3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,634	45,634	
	Veterans Program Coordinator	40.00	F4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,634	45,634	
	Dream Support Program Coordinator	20.00	A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	30,000	
	Research Analyst	15.00	F5	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	20,000	
	Athletic Study Hall Monitor	5.00	B7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,500	4,500	
	Academic Specialist (Watsonville Library)	10.00	B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,702	17,702	
	Math Learning Center Instructional Assistant	28.00	B3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,638	24,638	
	HUB Program Specialist (tutoring)	28.00	B3	\$ 10,430	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,430	20,860
	Supplemental Instruction Coordinator	25.00	B6	\$ 15,972	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,972	31,944
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
<b>Subtotal</b>				\$ 26,402	\$ -	\$ 20,000	\$ 101,124	\$ -	\$ -	\$ -	\$ 210,482	<b>\$ 358,008</b>	

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 Cabrillo Community College  
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Part II: Planned Student Equity (SE) Expenditures

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Director of Student Equity & Success	F1	\$ -	\$ -	\$ -	\$ 37,124	\$ -	\$ -	\$ -	\$ -	37,124
	Student Equity Program Coordinator	F2	\$ -	\$ -	\$ -	\$ 11,448	\$ -	\$ -	\$ -	\$ 11,448	22,896
	Foster Youth Program Coordinator	F3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 32,128	32,128
	Veterans Program Coordinator	F4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 32,128	32,128
	Student Equity Counselor	E2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,894	30,894
	ASC (DSPS) Counselor	E1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,447	15,447
	Dream Student Program Coordinatc	A1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	10,000
	Research Analyst	F5	\$ -	\$ -	10,000	\$ -	\$ -	\$ -	\$ -	\$ -	10,000
	Academic Specialist (Watsonville Lib	B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	1,000
	Math Learning Center Instructional A	B3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,739	18,739
	HUB Program Specialist (tutoring)	B3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,763	15,763
	Supplemental Instruction Coordinato	B6	\$ 10,607	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,607	21,214
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ 10,607	\$ -	\$ 10,000	\$ 48,572	\$ -	\$ -	\$ -	\$ 178,154	\$ 247,333
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	ESL Software	C1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
	Assessment Pilot	C2	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
	Bilingual Outreach	A4	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	15,000
	Retention Campaign	B8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ -	\$ -	3,000
	Social Science Reading Project	B4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,300	\$ -	\$ -	8,300
	Improve Awareness of Academic Su	B5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,200	\$ -	\$ -	3,200
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ 15,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 14,500	\$ -	\$ 5,000	\$ 39,500
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Cabrillo Connects Mentoring Progra	D2	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ 5,000	10,000
	Veterans Childcare Support (vouche	A3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000	40,000
	Migrant Program Transportation	A2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000	2,000
	Pathways and Pedagogy	D3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 80,000	\$ -	\$ -	80,000
	Math Pathways and Curricular Planr	E4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,000	\$ -	80,000
	MESA Supplemental Support	E3	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	40,000
	MathPLUS	D1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000	50,000
	<b>Subtotal</b>		\$ 3,000	\$ 40,000	\$ -	\$ -	\$ -	\$ 122,000	\$ 40,000	\$ 97,000	\$ 302,000

2015-16 Student Equity Plan Summary Bu
Cabrillo Community College
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Part II: Planned Student Equity (SE) Expenditures

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Tutoring (science/math/English in Wa	B2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,600	6,600
	Undocumented Student Ambassoad	A2	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	10,000
	Tutoring (Aptos)	B3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000	25,000
		Subtotal	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 36,600	\$ 41,600
<b>Grand Total</b>			\$ 60,009	\$ 45,000	\$ 30,000	\$ 149,696	\$ -	\$ 136,500	\$ 40,000	\$ 641,631	\$ 1,102,836



Part II: Planned Student Equity (SE) Expenditures

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**Student Equity Plan 2015-16 Budget**  
**Part II: Planned SE Expenditures**  
**Other Instructions**

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCC website at <http://extranet.cccc.edu/Divisions/StudentServices/StudentEquity.aspx>.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. 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. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

**Eligible expenditures:**

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

**Ineligible Expenditures:**

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

# Summary Evaluation

## Summary Evaluation Schedule and Process

The Planning and Research Office (PRO) will work with the incoming Director of Student Equity and Success, activity leads, and campus constituencies to monitor equity metrics and design and implement focused evaluations for funded activities. Key components of the evaluation will include:

### **A. Annual Key Performance Indicator review**

Cabrillo College and the field in general appear to be converging on using the annually updated Student Success Scorecard and overall course success rates as the core set of key performance indicators for Institutional Effectiveness Indicators and Institutional Set Standards with disaggregated metrics used for Student Equity. The primary overall goal of the college is to eliminate all disproportionate impacts in our key performance indicators. As the Scorecard must be presented to the Governing Board each year, it is likely our annual presentation will expand to include even more emphasis on disaggregated metrics and the relations with other planning efforts related to the Basic Skills Initiative (BSI), the Student Success and Support Program (SSSP), and the Adult Education Block Grant (AEBG). To help coordinate the activities and evaluations, a Collaborative Planning Workgroup (CPW) has been established to crosswalk budgets, activities, and evaluation efforts to promote efficient allocation of funds and institution wide awareness of progress towards goals from these collective efforts.

### **B. Formative evaluations**

Each funded activity has identified measures of effectiveness of the implementation and the contribution of the activity to reducing disproportionate impacts. Many activities have been or will utilize post-implementation student surveys on at least an annual basis determine implementation issues to be corrected in subsequent efforts. Many activities are focused on success in specific courses and each semester those data are provided to activity leads. One mechanism of delivery is through the routine updating of our data warehouse that feeds a variety of reporting tools including the Student Outcomes for Faculty Inquiry and Analysis (SOFIA) tool that provides secure, web based access to section level outcomes with disaggregation by demographic group, special population membership, or user defined custom cohorts. In addition, the Planning and Research Office

staff provide technical assistance on survey development and implementation and custom research on metrics not readily available through standard reporting tools available on campus.

**C. Budget and Participant Monitoring**

Internal monitoring of budget allocations, expenditures, and number of students served will be continuously tracked and reported annually by the Student Services Office and the soon to be established Office of Student Equity and Support. The Collaborative Planning Workgroup (CPW) will create budget and activity crosswalks to assist with coordinated monitoring and reporting. New systems for internal budget monitoring and activity tracking are being brought online in the next several years to support integrated planning and resource allocation processes. In the interim, tools such as smartsheets and data warehouse reports supported by the Planning and Research Office, Business Services Office, and Information Technology will provide the infrastructure for monitoring and reporting support.

**D. Summative evaluation**

A comprehensive report will be created at the end of the planning period summarizing objectives, measurable outcomes, the level of achievement on each outcome, and the impact of funded activities. In year one, this planning period had been set at three years but substantial revisions to the Student Equity planning template and funding amounts necessitate re-setting the timeline. This plan sets goals to be met by the end of 2020 and with the assistance of the incoming Director of Student Equity and Success, a summative style analysis will likely be completed by the end of 2017 to help provide focus through 2020. At that point, a “renewal plan” will be created to establish the maintenance of met goals, new focused efforts for unmet goals, and new activities for new goals for the next time period. A table summarizing this timeline is show below and is subject to change pending significant modifications in mandates or funding.

<b>Year</b>	<b>Milestones</b>
2014	Year 1 Plan and activities.
2015	Substantial revisions to Student Equity planning process and funding. Year 2 Plan and activities.
2016	Student Equity and Success Office established. Year 3 Plan and activities.

Year	Milestones
2017	Mid-term summative review of activities and progress toward goals. Year 4 Plan and activities.
2018	Year 5 Plan and activities.
2019	Year 6 Plan and activities.
2020	Summative review of activities and progress toward goals. Renewal Plan and activities that provide for maintaining goals that have been reached, renewed focus on goals that have not yet been met, and new activities for new goals.

### E. Oversight and Dissemination

The **Student Equity and Success Committee (SESC)** will be the primary governance committee responsible for coordinating oversight and report dissemination. SESC will coordinate the reporting of progress on at least an annual basis to:

- College Planning Council
- Student Senate
- Classified Union
- Faculty Senate
- President’s Cabinet
- Governing Board

Offices supporting SESC’s oversight and reporting include:

- Office of the Vice President of Student Services
- Office of Student Equity and Support (to be created)
- Planning and Research Office
- Budget Services Office
- Information Technology (infrastructure support)

In addition, the College recognizes the connection between the Student Equity Plan (SEP), the Student Support Services and Programs (SSSP) plan, the Basic Skills Initiative (BSI), the Adult Education Block Grant (AEBG), program review, and the College Strategic Plan (CSP). Student Equity Plan activities and evaluation efforts will be coordinated with these other efforts by the aforementioned Collaborative Planning Workgroup under the auspices of the Institutional Effectiveness Committee and program review committees including Instructional Council, the Council of Instructional Planning, Student Services Council, Administrative Services Council, and the President’s Component Council.

## Attachments

### Attachment A: Activity Summary

<b>Plan Area</b>	<b>Activity</b>	<b>Amount</b>
A1	Dream (Undocumented Students) Resource Support (50% Coordinator and Student Ambassadors)	\$50,000.00
A2	Migrant Program Transportation	\$2,000.00
A3	Veterans Childcare support	\$40,000.00
A4	Bilingual Outreach	\$15,000.00
B1	Watsonville Library Open Hours Expansion	\$18,702.00
B2	Tutoring (Science/Math/English in Watsonville)	\$6,600.00
B3	Aptos Tutoring (Combine ESL/HUB/MLC/Tutoring)	\$105,000.00
B4	Reading in the Social Sciences	\$8,300.00
B5	Improving Awareness of Academic Student Support Services	\$3,200.00
B6	Supplemental Instruction	\$53,762.00
B7	Athletic Study Hall	\$4,500.00
B8	Retention Campaign	\$3,000.00
C1	ESL Software	\$5,000.00
C2	Assessment Pilot	\$5,000.00
D1	MathPLUS	\$50,000.00
D2	Cabrillo Connects Mentor program	\$10,000.00
D3	Pathways and Pedagogy	\$80,000.00
E1	ASC Counselor (50%) (DSPS)	\$50,736.00
E2	Equity Counselor	\$110,000.00
E3	MESA Supplemental Support	\$40,000.00

<b>Plan Area</b>	<b>Activity</b>	<b>Amount</b>
E4	Math Pathways/Curricular Planning	\$80,000.00
F1	Director of Student Equity and Success	\$122,277.00
F2	Student Equity Program Coordinator (100%)	\$54,835.00
F3	Foster Youth Coordinator (100%)	\$77,462.00
F4	Veteran's Coordinator (100%)	\$77,462.00
F5	Student Equity Research Support	\$30,000.00
<b><i>Total</i></b>		<b><i>\$1,102,836.00</i></b>

## Attachment B: Partially Annotated Reference List

Asera, R., Cooper, D., Valenzuela, I., Rassen, E. (2015). Cabrillo College Student Equity Project: Student Perspectives. Sacramento: RP Group.

Belfield, C. & Crosta, P. M. (2012). *Predicting success in college: The importance of placement tests and high school transcripts* (CCRC Working Paper No. 42). New York: Columbia University, Teachers College, Community College Research Center.

Blohm, S. & Willett, T. (2015). Math Tutoring: Does it Work. Cabrillo College Research Report 2015085.

On average those who were tutored had better success rates in math than those who were not when controlling for differences in background variables using both logistic regression and propensity score matching (PSM).

Booth, K., Cooper, D., Karandjeff, K., Large, M., Pellegrin, N., Purnell, R., RodriguezKiino, D., Schiorring, E., & Willett, T. (2013). Using student voices to redefine support: What community college students say institutions, instructors and others can do to help them succeed. Berkeley: RP Group. Retrieved from ERIC database. (ED548257)

Boroch, D.; Fillpot, J.; Hope, L.; Johnstone, R.; Mery, P.; Serban, A.; Smith, B.; Gabriner, R. (2007). Basic Skills as a Foundation for Student Success in California Community Colleges. Sacramento: RP Group. Retrieved from ERIC database. (ED496117)Camacho, A. (2009). Math Jam. Cañada College.

<http://www.edexcelencia.org/program/math-jam-0>

Hayward, C. & Willett, T. (2014). Curricular Redesign and Gatekeeper Completion: A Multi-College Evaluation of the California Acceleration Project: Evaluation Summary. Sacramento: RP Group.

Hetts, J., Fulks, J., Cooper, E., Muñoz, M. & Fuenmayor, A. (2015). Multiple Approaches to Multiple Measures: Four Approaches to Improving Student Achievement Through More Holistic, Evidence-Based Multiple

Measures Assessment and Placement. Paper presented at the RP Group Conference, Sacramento, CA. [PowerPoint slides]. Retrieved from <http://rpgroup.org/resources/multiple-approaches-multiple-measures-four-approaches-improving-student-achievement-thro-0>  
Retrieved on 8/21/15

Klein, B. (2012) Math Jam. Pasadena City College.  
<http://www.edexcelencia.org/program/math-jam>

Roueche, R. E. & Roueche, S. D. (1999). High Stakes, High Performance: Making Remedial Education Work. Washington, DC: Community College Press.

Roueche and Roueche (1999, 29) have explicitly called for colleges to examine the comprehensiveness of support services available to developmental students, stating that "colleges must increase the support and structure they offer at-risk students who need support and structure more than any other students in higher education." Services these authors note as being essential include mandatory orientation, assessment, and placement; expanded pre-enrollment activities; establishment of peer and faculty mentors; and more comprehensive financial aid programs.

Scott-Clayton, J. (2012). *Do high-stakes placement exams predict college success?* New York, NY: Community College Research Center, Teachers College, Columbia University.

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