

**Student Equity Sub Committee: Goal/Infrastructure Fundable Projects
ALIGNMENT WITH INTEGRATED PLAN GOALS ACTIVITIES**

2017-2019 Integrated Plan Goals & Activities				
		Status	Funding	Notes
1	INTEGRATED PLAN GOAL 1: Double the percentage of students successfully completing college level math and English			
	MMAP Implementation	Completed		
	Increase enrollments for support programs such as AIME, Puente, Umoja, DSPS, EOPS/CARE, LINC, and CalWORKs.	In Progress	All SE except AIME, which receives BSI funds	
	Pull and review disproportionate impact data for students involved in AIME.	In Progress	BSI	*Ethnicity field issue
	Continue to provide tutors for drop in and embedded tutoring.	Completed	SE and BSI	
	Provide professional development for teaching Habits of Mind. (iFalcon)	Incomplete	SE	took place through 2018 when Jan Connal retired. She was thee champion behind it.
	Develop online tutorials to teach students Habits of Mind	Completed	SE	
	Continue dual enrollment	In Progress	SE	
	Develop professional development opportunities for multiple measures.	Completed	SE BSI	
2	INTEGRATED PLAN GOAL 2: Ensure that 75% of students in the general population who have reached 15 degree applicable units have a comprehensive educational plan (CSEP)			
	LINC, Veterans' Center, and EOPS require students to complete a CSEP as part of participation.	In Progress	SE	
	Project HOPE encourages students to complete CSEP as part of the program.	Completed	SE	
	Outreach to Umoja and Puente to direct students to complete an education plan as part of participation in these programs.	In Progress	SE	

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Offer CTX workshops on CSEPs to faculty.	Incomplete		CTX was not aware of anything with CSEP. Not informed of activity so workshop/trainings were not held. Per DBetancourt 2/11/19 Email
Include information on CSEPs to new faculty in NFOP.	Incomplete		
INTEGRATED PLAN GOAL 3: Decrease the achievement gap of course completion in transfer courses by 40% from 16-17 for: foster youth, Latinos, Black or African American, American Indian or Alaskan Native, and Native Hawaiian or other Pacific Islander populations			
Track data for Student Equity initiatives to identify the programs most successful at reducing the achievement gap in course completion. Continue to fund or expand these programs in future planning efforts.	Complete and Ongoing	SE	
Review the CCEAL/M2C3 Institutional Assessment Package data for direction in improving course completion.	Complete and Ongoing	SE	college continues to use the CCEAL reports in planning and eval/assessment efforts
Contact American Indian groups and individuals through the Native American Student Outreach and Support Initiative and use the information gained to develop a plan to meet their needs.	Completed	SE	
Provide training in Habits of Mind to students and faculty (iFalcon).	Incomplete	SE	took place through 2018 when Jan Connal retired. She was thee champion behind it.
Explore creating safe spaces for student groups, including cross cultural activities within a campus multicultural center.	In Progress	None	

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Continue to provide tutors for drop-in and embedded tutoring. Add group tutoring programs.	Completed	SE and BSI	
Provide lab assistants, instructional aides, and SEM embedded tutors.	Completed	SE and BSI	
Advise foster youth (LINC), African American, American Indian/Alaskan Native, Latino, and Native Hawaiian/Pacific Islander student groupings on college procedures, assist with and monitor enrollment, and develop and implement programs to enhance retention and academic achievement.	Completed	SE	
Further exploration of disproportionate impact data	Completed	SE	
LINC coordinates services with community and county agencies for foster youth, including referrals for housing, mental and physical health, employment, and other supportive programs and services.	Completed	SE	
Provide diversity, equity, and inclusion programs, services, and research, such as Black History Month, iFalcon support services, LINC community outreach leaders, Project HOPE, Umoja, and Puente support.	Completed	SE	
Launch a collaborative approach to assess and evaluate campus climate and existing campus diversity initiatives to identify needs, reduce duplication, share resources, identify gaps, and align existing initiatives to the EMP, EEO/Diversity, and the Integrated Plan.	In Progress	SE	CCSSE and CCEAL data provide information to the collaborative effort.

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	Using the data from campus climate and diversity initiatives assessment, strengthen existing programs and create new programs to fulfill the identified gaps. Identify and develop mechanisms for training incentives, accountability, and assessment.	Incomplete In Progress	SE	Renewed focus on this at Student Equity retreat and other planning initiatives development
	Identify courses that have significant disproportionate impact and create supports around students in those courses.	Completed	SE and BSI	
	Continue to support the Umoja and Puente learning communities.	Completed	SE and BSI	
	Project Hope supports underrepresented groups in healthcare or science-related programs through academic support, skill-building, career counseling, and financial aid.	Completed	SE	
	INTEGRATED PLAN GOAL 4: Gather data on student transitioning from noncredit to credit courses, present and use to develop a plan to increase the transition by 2%			
4	Present and discuss noncredit to credit transition report to Student Equity Committee with emphasis on disaggregated data.	Completed	SE AND 3SP	
	Identify activities and goals to improve noncredit to credit transition as it relates to disproportionate impact.	Completed		
	Continue to provide embedded tutoring for credit and noncredit courses.	In Progress	3SP	
	Continue to offer tutoring, workshops, and DLAs and expand to include appointments and group tutoring. Collect and report data on outcomes of all supplemental instruction activity in the Success Center.	Completed	SE and BSI	
	INTEGRATED PLAN GOAL 5: Strengthen partnerships between the colleges' degree, transfer and CTE programs with high schools, adult schools, and the workforce			

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5	Present and discuss noncredit to credit transition report to Student Equity Committee with emphasis on disaggregated data.	Completed	SE	
	Identify activities and goals to improve noncredit to credit transition as it relates to disproportionate impact	In Progress		
	Data on embedded tutoring has shown that it increases the success and completion rate for individual students. Continue to provide embedded tutoring for credit and noncredit courses.	Completed & Ongoing	Noncredit SSSP	
	Data on drop-in tutoring and DLAs has shown that it increases success and completion for students who attend tutoring sessions. Continue to offer tutoring, workshops, and DLAs and expand to include appointments and group tutoring. Collect and report data on outcomes of all supplemental instruction activity in the Success Center.	Completed & Ongoing		
Other	Student Equity Funded which may not meet current requirements (5 indicators)			
	Miscellaneous activities for iFalcon (not requested, but Equity funding used) \$30,000			