

The background features a series of overlapping, semi-transparent blue circles of varying shades, creating a dynamic, layered effect. The circles are arranged in a way that they appear to be part of a larger, continuous pattern, with some circles partially obscured by others. The overall color palette is a range of blues, from light sky blue to deep navy blue.

Cerritos College Student Equity Plan

December 2015

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Cerritos College - Student Equity Plan Signature Page

District: Cerritos Community College District Board of Trustees Approval Date: Dec 9, 2015

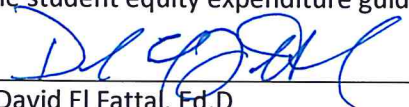
I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California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



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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.



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Executive Summary

Overview

The Cerritos College Student Equity Plan distinguishes between *equality* and *equity* by setting goals that ensure that resources are allocated so all students have equitable access to the specific resources that will help them succeed. Although the college is committed to providing equal access to all students, the goals, activities, and expected outcomes in this plan are based on institutional performance outcome data analyses across five specific indicators. The five performance outcomes indicators have seven components: access; course completion; ESL, basic skills-English, and basic skills-math completion; degree and certificate completion; and transfer velocity. The six student demographic group categories are gender, race/ethnicity, disability status, veteran status, foster youth status, and socio-economic status. The Cerritos College Equity Plan has also included a sixth indicator that addresses goals that span multiple indicators.

Fundamental to the plan goals, activities, and expected outcomes are philosophical, pedagogical, and practical underpinnings based on the notion of student equity-enhancing institutional action. This reflects the intentional institutional rejection of student deficit models of analysis, recommendations, and related institutional inertia. The risks and challenges of this model are recognized for the responsibilities put on the institution and its practitioners, and they are selected intentionally instead of matters beyond the reach of the institution.

Cerritos College has been allocated \$2,410,224.00 in state Student Equity Funds for the 2015-2016 fiscal year. This student equity plan organizes the college's equity priorities across the five indicators emphasizing specific targeted funding across all the indicators in several key areas. This focused funding approach includes the following high-level activities:

- 1) **Tutoring** – The college has prioritized increased tutoring services for targeted populations and in specific disciplines areas.
- 2) **K16 and Adult School Partnerships** – The college has targeted K16 initiatives leading to student success including dual enrollment, college and career readiness, Adult Education Consortium transition courses, and course alignment with our district partners.



- 3) **Completion** – The college supports student engagement and completion awareness projects that help targeted student populations benefit from existing and added resources.
- 4) **Professional Development** - The college has increased opportunities and training for faculty and students that lead to enhanced awareness of equity initiatives and increase cultural competency.
- 5) **Support Personnel** – The college is committed to the hiring of support personnel in key service areas that provide a high contact-high touch approach to expand awareness of, and access to, services across campus.
- 6) **Program Enhancement** – The college has prioritized funding for special programs such as Puente, Umoja, and LINC, that research has shown to be successful in addressing equity issues for specific populations.
- 7) **Outreach** – The college has many robust outreach programs across campus. Equity funds provide a unique opportunity to integrate, augment, and enhance many of these successful programs.
- 8) **Infrastructure** – The college has identified equipment, technology, and software needs that support and enhance interventions to assist students across the equity indicators.

Campus Based Research

While the focus of diversity is on group composition, the focus of equity research is the examination of comparable outcomes across varying groups. This data report examined the outcomes of Cerritos College students on 1) Access, 2) Successful Course Completion, 3) ESL and Basic Skills Completion, 4) Degree and Certificate attainment, and 5) Transfer velocity. Each outcome was examined by reviewing how different students from groups based on gender, race/ethnicity, disability status, veterans status, foster youth status, and socio-economic status performed, so that the college can discuss these results and develop goals, activities, and expected outcomes for needed improvements.

Definition: Disproportionate impact occurs when “the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting” [Title 5 Section 55502(d)].



Cerritos has established a program of institutional research for ongoing evaluation of our matriculation process to ensure compliance. Title V states: “ As part of this evaluation, all assessment instruments, methods or procedures shall be evaluated to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, districts shall determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact” [Title V Section 55512(a)].

The California Community Colleges Student Success Task Force “recommends that system-wide accountability efforts be updated to include the collecting and reporting of both the outcomes and the progression measures for the system, and for each college. These measures will be disaggregated by race/ethnicity to aid the system in understanding how well it is performing in educating those historically disadvantaged populations whose educational success is vital to the future of the state” (California Community Colleges Student Success Task Force, 2012, p. 7).

Education Code, Article 1.5. Student Equity Plans

78220.

(a) As a condition for receiving Student Success and Support Program funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan that includes all of the following for each community college in the community college district:

(1) Campus-based research as to the extent of student equity by gender and for each of the following categories of students:

(A) Current or former foster youth.

(B) Students with disabilities.

(C) Low-income students.

(D) Veterans.

(E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

(i) American Indian or Alaska Native.

(ii) Asian.

(iii) Black or African American.

(iv) Hispanic or Latino.



- (v) Native Hawaiian or other Pacific Islander.
- (vi) White.
- (vii) Some other race.
- (viii) More than one race.

Percentage Point Gap Methodology

The College decided to use the percentage point gap methodology in evaluating our data, a change from the 80% rule that was used in the 2014-2015 student equity plan. The Student Equity Committee determined the percentage point gap better represented the goals of the college in addressing equity needs.

The percentage point gap methodology **compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of *all* students who succeed in the same outcome.** Percentage point gap measurements are calculated by subtracting the all student average success rate (%) from the success rate (%) of a disaggregated subgroup in the same outcome. The resulting 'percentage point gap' will have a - / + designation that signals whether or not the disaggregated subgroup is experiencing a rate that is lower (-) or higher (+) than the all student average.

According to this methodology, a '-3 percentage point gap or greater' is evidence of a disproportionate impact. Though this, much like the 80% rule, is an arbitrary designation, it serves as a reasonable strategy for identifying unequal outcomes that would benefit from further discussion, which should include the following considerations. First, ***the number of students impacted:*** a campus may prioritize a smaller percentage point gap that is calculated for a student group with more than 100 students over a larger percentage point equity gap calculated for a student group with fewer than 10 students. This is because rates calculated using smaller numbers will be subject to greater variability and it may make sense to prioritize a gap that impacts a greater number of students. Second, ***the disaggregated subgroup's proportion of the total population:*** the larger the proportion a subgroup represents of the total population, the more similar the success rate will be to the all student average. In this instance, campuses should consider comparing the all student success rate (as well as the subgroup's) with the success rates at comparable institutions or systems.

A strength of the percentage point gap measurement is that it allows users to calculate and communicate the number of students 'lost' relative to the all student (or another group's) average. Percentage point gap measurements can help compare how a gap may not have existed if a certain number of students had achieved the goal. This makes it easier for the



average person to immediately comprehend the magnitude of the gap, which is in contrast to proportional index measurements that are communicated using measurements that do not easily translate to a specific number of students. Instead, this language is a description of past data (“If 5 additional African American students *had succeeded, we would have experienced equity*”) that measures the size of the gap in terms of number of students rather than rates. Another way to think of it is that it’s the use of a different *measure* to describe the same gap, like describing an amount of liquid using liters instead of ounces.



Datasets

The following table displays each student outcome, along with the dataset(s) utilized to identify student equity trends on campus.

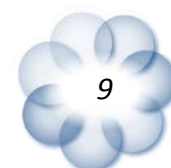
Student Equity Outcomes and Derived Datasets

Student Outcomes	Datasets
Access	CCCCOMIS; US Census Bureau population data
Course Completion (Course Success Rate)	CCCCOMIS
ESL Progress Rate	Cerritos College Scorecard
English Progress Rate	Cerritos College Scorecard
Math Progress Rate	Cerritos College Scorecard
Degree or Certificate Completion	Cerritos College Scorecard
Transfer	CCCCO Data Mart

California Community College Chancellor’s Office Management Information System (CCCCOMIS) are structured campus data that are regularly reported to the Chancellor’s Office and consists of common data elements for each California community college. These data are used on campus for student headcount, enrollment, and grade information. Data were from the Fall 2012 and Spring 2013 terms—the most recently completed academic year. Demographic data (gender, ethnicity) were collected from the student college application. Students with disabilities were identified if students reported their disability to the Disabled Student Programs & Services (DSPS) Office and utilized resources. SES was determined in CCCCOTIS data by assessing whether students received financial aid (in the 20012/13 academic year) operationalizing it as in this report.

US Census Bureau population data were utilized for the Access outcome specifically to help evaluate how well the college is providing access to residents within the Cerritos College service area compared to the proportion of students, who lived within the service area and were enrolled in Fall 2012 and/or Spring 2013 semesters. Data from U.S. Census were limited to adult populations ranging from 18 to 34 years of age, except foster youth status since census data only kept record of current foster youths.

Cerritos College Scorecard data were derived from the California Community College Chancellor’s Office (CCCCO) longitudinal cohort reporting. To assess patterns of equity for subgroups of students who enroll in smaller proportions on campus, five cohort groups (2003/04, 2004/05, 2005/06, 2006/07, and 2007/08) were aggregated. There are distinct differences in how Scorecard cohorts are identified, mainly how basic skills completion and completion for a degree/certificate are selected:



- ESL/English/Math Progress Rate: The cohorts were defined according to the year the student first attempted a credit course that was below college-level (in ESL, English, Math) and were tracked to see if they had completed the college-level course in English or Math within 6 years.
- Degree or Certificate Completion: To be included in a cohort, a student would have had to complete 6 units and attempted ANY Math or English course within their first 3 years of enrolling. Students were tracked to see if they had completed a degree or certificate within 6 years of enrolling.

California Community College Chancellor's Office Data Mart are public data on the Chancellor's Office website, where individuals can query and research state and college level data. Transfer (velocity) data was attained from the Data Mart. To be included in a cohort, a student would have had to complete 12 units and attempted a college-level Math or English course. Then students were tracked to see if they had transferred to a 4-yr university within 6 years.

Cerritos College PeopleSoft data were used to identify veteran and foster youth students.

Goals and Activities

The plan puts the institution directly to work on the needs of individual students across the target groups, organized by each of the five indicators defined below:

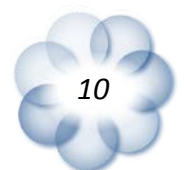
A. Access – Institutional Student Equity Outcome Data

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.”

The groups with the largest gaps for this indicator are Hispanic students (-7.64%), males (-6.46%), and individuals with disabilities (-5.38%). It is important to note that there is also a 6.39% unknown race/ethnic group, which is quite large. This may mitigate some of the gaps in the racial/ethnic group disparities. To address this, the college will also focus on Black or African Americans (-2.54%), and Veterans (-3.48 %).

Goal: Access

The college will raise the percentage of males, individuals with disabilities, Black or African American, Veterans, and Hispanic students by fall 2018.



Access – Institutional Student Equity Improvement Activities

1. Work with K-16 Bridge Program to identify target populations in our district high schools, adult schools, and service areas
2. Engage in professional development for staff and faculty to better understand the needs of the targeted populations and develop new activities for enhancing access.
3. Develop marketing outreach to encourage and provide clear roads to college.
4. Develop a college fund-raising process to provide free tuition to all Cerritos students
5. Conduct school survey on-site at the high schools and adult schools.
6. Create department brochures/program brochures using institutional standard and upload to department/program web pages.

Access – Institutional Student Equity Improvement Activities

1. Work with K-16 Bridge Program to identify target populations in our district, adult schools, and service areas
2. The college will engage in professional development for staff and faculty to better understand the needs of the targeted populations and develop new activities for enhancing access.
3. The college will develop marketing outreach to encourage and provide clear roads to college
4. Develop a college fund-raising process to provide free tuition to all Cerritos students
5. Conduct school survey on-site at the high schools and adult schools.
6. Create department brochures/program brochures using institutional standard and upload to department/program web pages.
- 7.

B. Course Completion– Institutional Student Equity Outcome Data

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.”

The three student groups experiencing the greatest gaps in course completion: Black or African American (10% gap, 1,270 enrollments “lost”); Native Hawaiian or other Pacific Islander (7%, 73 enrollments “lost”); and Current or former foster youth (5%, 50 enrollments “lost”).



Goal: Course Completion

The college will raise the percentage of students in the Course Completion group who are Black or African American, Native Hawaiian/Pacific Islander, and Foster Youth. The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact. The targets are higher for Foster Youth and Native Hawaiian students due to small populations which can be quickly increased through recruitment.

Course Completion – Institutional Student Equity Improvement Activities

1. Implement selected elements of the Phi Theta Kappa Community College Completion Corps (C4) Each One Help One program (<http://www.ccompletioncorps.org/>) to holistically address and support student success at the student level.
2. Create social media tool(s) (Org Sync) to support students in setting up and maintaining successful peer study groups.
3. Migrate successful student techniques, strategies and other educational material, often delivered in workshops, into settings students are already in, including classes, supplemental instruction, tutoring, and Success Center programs and services.
4. Develop and support Umoja student enrichment activities to assist African-American students succeed, complete and transfer.
5. Technology tutoring for students
6. Enhance Learning Communities Program (LCP) through faculty professional development
7. Invest in clicker technology
8. Provide classroom instructional aides to enhance student support and completion

C. ESL and Basic Skills Completion

“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 to the number of those students who complete such a final course.”

ESL or Basic Skills Completion– Institutional Student Equity Outcome Data

The groups exhibiting disproportionate impact are: males (10% gap, 10 students “lost”), black or African-American (35% or 3 students) and students reporting “some other race” (3% gap, less than one student). Because the groups identified are relatively small, the college will focus on male students,



who are the only student-subgroup to exhibit any specific disproportionate impact. Even then, only 10 students are considered “lost”.

Goal Basic Skills-ESL Completion

The institution will raise to the reference group level the Basic Skills-ESL completion rates of Males

Basic Skills-Math Completion– Institutional Student Equity Outcome Data

The student groups experiencing the greatest gaps in degree-applicable math are: Veterans (11% gap, 18 students “lost”); Native Hawaiian or other Pacific Islander (10% gap, 3 students “lost”); and Black or African American (8% gap, 31 students “lost”).

Goal: Basic Skills-Math Completion

The institution will raise to the reference group level the Basic Skills-math completion rates of individuals from student demographic groups experiencing the greatest gaps

Basic Skills-English Completion– Institutional Student Equity Outcome Data

The three student groups experiencing the greatest gaps in degree-applicable English are: Native Hawaiian or Pacific Islander (9% gap, 2 students “lost”); American Indian/Alaska Native (8% gap, 1 student “lost”); Black or African American (1% gap, 4 students “lost”).

Goal: Basic Skills-English Completion

The institution will raise to the reference group level the Basic Skills-English completion rates of individuals from student demographic groups experiencing the greatest gaps

ESL, English, and Math Basic Skills Completion – Institutional Student Equity Improvement Activities

1. ESL, English and Math: Collaborate among credit and non-credit programs to transition basic skills students.
2. Conduct stop-out data analysis, by ethnicity, when students enroll but postpone taking math/English/ESL courses.
3. Conduct BSI pilot focused on student scheduling needs and use data to identify students who can benefit from interventions.
4. Target DHH tutoring for equitable access in Math.
5. Provide support for the development and use of Open Education initiatives, including lab resources, for AED math.



6. Faculty Inquiry Group (FIG) – develop equity-sensitive curriculum in English department.
7. Implement EOPS Math Boot Camp.
8. Implement Tutoring support in Veterans Center.
9. Develop OER materials for the math basic skills sequence to reduce textbook costs and ensure equitable access to course materials and completion.
10. Provide noncredit and credit transition courses in basic skills

D. Degree and Certificate Completion– Institutional Student Equity Outcome Data

“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.”

Filipino, Black/African American, and Male student groups are experiencing the greatest gaps in degree and certificate completion. Although the American Indian / Alaska Native student group appears to exhibit a rate of degree or certificate completion far above the overall student average, the small size of the group should be considered when evaluating the success of American Indian / Alaska Native students. The same can be said for when interpreting the success of Native Hawaiian/Pacific Islander student groups in completing degree and certificates.

Goals: Degree and Certificate Completion

The goal is to improve degree and certificate completion for Black or African American, Males, and Filipino students identified in the college research as experiencing a disproportionate impact:

Degree and Certificate Completion – Institutional Student Equity Improvement Activities

1. Create a completion dashboard to help students identify the courses needed for completion.
2. Develop resilience and retention strategies.
3. Develop successful habits of mind videos to cultivate mindset of successful students.
4. Research cultural barriers in the classroom.
5. Provide discipline-specific tutoring and lab support.
6. Provide direct aid to students for costs related to successful completion.
7. Develop career and college readiness strategies with K-16 partners.



E. Transfer Velocity– Institutional Student Equity Outcome Data

“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.”

American Indian (26%), foster youth (12%), and individuals with disabilities (10%) had the largest gaps in transfer rates. Because all three groups are relatively small sample sizes, the college is also adding Black (-3%) and Hispanic (-2%) students to the target populations.

Goals: Transfer Velocity

The goal is to improve the level of transfer velocity rates for the target populations identified in the college research as experiencing a disproportionate impact

Transfer Velocity – Institutional Student Equity Improvement Activities

1. Provide college-wide Counseling Support and Transfer Activities.
2. Expand professional development for faculty cultural awareness.
3. Hire EOPS/CARE counselor.
4. Build summer research and enhancement programs.
5. Institute CTE certification exam vouchers.
6. Hire dual enrollment coordinator to work with K12 partners.
7. Hire PAACE coordinator to work with adult school partners.

F. College-wide Initiatives Affecting Multiple Indicators

1. Hire LINC program facilitator and community outreach leaders.
2. Hire Student Equity Program Facilitator.
3. Provide extended activity hours for student support services.
4. Develop a Cross Cultural Speaker Series.
5. Expand classroom and lab computer replacement/enhancement.
6. Provide employee training to close achievement gap.
7. Hire student assistants to support student activities and engagement.
8. Improve Title IX training and software implementation.
9. Expand Veterans Center support.
10. Implement Student Support Services College Board Forum.



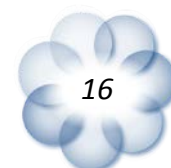
PLANNING COMMITTEE AND COLLABORATION

College Planning Process: The college has committed to a robust campus-wide dialogue on equity issues that includes all constituent groups. The college formed a campus equity committee, which meets monthly to discuss progress on activities, integrated planning for equity initiatives across campus, and approval of funded projects. The college has been allocated \$2,410,224.00 for the fiscal year 2015-2016. An equity finance subcommittee reviews all funding requests through an online submission and approval process (see Attachment A) before making recommendations to the at-large student equity committee. Equity funding approvals are posted on the college website and equity plan updates are a standing agenda item at Faculty Senate meetings, as well as at the college’s Planning and Budget Committee.

At the college’s annual strategic planning retreat -- an event that includes campus leadership from all constituent groups -- activities from the Student Equity Plan were discussed and incorporated into the college strategic plan, ensuring that the equity plan and the college goals are integrated and assessed.

Student Equity Plan Committee Membership List

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Additional Resources

Cerritos demonstrates its commitment to student equity through a broad range of educational programs, student services, and grant funding throughout and across the college. All of these programs and services are instrumental in achieving the goals and implementing the activities identified in this plan. The Student Equity Committee actively works with the following programs and areas to help our students succeed.

- **Student Success and Support Program (3SP).** These initiatives provide mandatory assessment, student orientation, assessment and counseling (AOC) in addition to education planning services, and follow up services in both credit and non credit programs – all to increase the likelihood of success for all students.
- **Associated Student of Cerritos College (ASCC) and Student Activities and Clubs** Student leaders who are responsible for student activities, communications, programs, student participation on college committees, and legislative matters pertaining to students.
- **Basic Skills Initiative (BSI)** – a commitment by faculty and staff to engage in activities geared towards achieving the BSI goals of accelerating students through the basic skills math and English sequence. BSI seeks to increase the number of basic skills students who successfully complete courses and progress through the



levels of basic skills within two to three semesters, and to provide equitable access to support services for basic skills students.

- **CalWORKS Program** – a partnership between Cerritos and the Department of Social Services to serve Welfare to Work recipients who are currently receiving CalWORKS cash aid assistance. Examples of services include: academic and career counseling, intake and assessment, assistance with the FAFSA application, CalWORKS work study options, book lending, and student computer lab.
- **Career and Job Placement Center** – services to students to assist them with identifying and assessing their interests, skills, and aptitudes/abilities in order to research potential career options. Students also use the center for career counseling, labor market information, employment resources such as resume development, preparing for an interview and access to job listings for both on and off campus employment opportunities.
- **Child Development Center:** provides quality care for infants and preschoolers between three months and five years of age. Childcare services are available to student-parents enrolled in nine or more units during the fall and spring semesters, six or more units during the summer session, and/or CalWORKS or EOPS participants.
- **Disabled Students Programs and Services (DSPS)** – support services and reasonable accommodations for students with documented physical, communication, learning, psychological, or other disabilities. Examples of services include: learning disability diagnostic assessment, disability related counseling, sign language interpreters, alternative media, and assistive technology.
- **English and Math Departments** – These gatekeeper departments are actively committed to improve and modernize their offerings to increase equity. Both departments have faculty representation on the committee and are working to revise curriculum and pedagogy to support equity.
- **Extended Opportunity Programs and Services (EOPS)** – extensive support services are provided for low-income, at-risk and educationally disadvantaged students. The program offers assistance in academic, career, and personal counseling. Additionally the program offers books, grants, enrollment assistance, tutoring, and workshops.
- **Financial Aid Program** – offers financial assistance and advising to students related to educational costs and the completion of the Free Application for Federal Student Aid (FAFSA) and Board of Governors (BOG) Fee Waiver. Forms of assistance include: fee waivers, grants, loan, federal work-study, and scholarships.



- **iFalcon** – introduces the habits of successful students to the Cerritos student population. Originally funded by an HSI Title V grant, iFALCON is an acronym for **F**ocus, **A**dvance, **L**ink Up, **C**omprehend, **O**rganize, and **N**ew Ideas – all actions that successful students take to complete their academic goals. Funds for this project are used to increase equitable outcomes across the campus.
- **K16 Bridge to College** – comprehensive academic support and focus on successful matriculation to Cerritos and transfer to a 4 year institution. K16 Bridge to College features the Senior Steps, career assessment, assessment workshops, summer connections college readiness course, and guaranteed enrollment in a freshman year experience.
- **Library Resources**- provide support to students related to research needs, development of their literacy skills, and the promotion of lifelong learning. The library is the campus “center of learning” with a welcoming atmosphere conducive to studying and learning.
- **Leaders INVolved in Creating Change (LINC)** - a support program designed to help link foster youth with support services on and off campus to ensure a successful transition from foster care to independent living. The program offers academic counseling, enrollment assistance), tutoring, assistance with financial aid, and links to on-campus and off-campus resources.
- **PAACE (Partnership for Adult Academic and Career Education)** – a regional consortium that serves all adult education learners in the Southeast Los Angeles County area. The consortium leverages existing community, county, state and federal resources to build a practical, effective network of adult education services. The focus of these services are to provide basic skills including literacy and high school equivalency, classes for immigrants such as ESL and citizenship, programs for adults with disabilities, short term career technical education, older adult in the workforce, adults training to support child school success, and pre-apprenticeship training.
- **President’s Middle College Scholars Academy** - Cerritos College launched its President's Middle College Scholars Academy in partnership with ABC, Bellflower, Downey, and Norwalk-La Mirada unified school districts in Fall 2014. The program allows selected high school students who are interested in teaching careers to take college courses, focusing on STEM (science, technology, engineering, and math) fields at Cerritos College.
- **Project HOPE** (Health Opportunities and Pipeline to Education) – provides support for increasing the number of underrepresented students seeking to complete health-related or science-related certificates and degrees. Project HOPE takes a holistic approach to supporting student success by providing academic support, leadership skill-building activities, community service opportunities, career



counseling, and financial aid/scholarships. Project HOPE strives to make the transition from high school to community college and from community college to the university as smooth as possible.

- **Puente Project** –a national award-winning program that for more than 30 years has improved the college-going rate of tens of thousands of California's under-represented students. Its mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations.
- **Science, Technology, Engineering, and Mathematics (STEM)** – provides support services and activities to students in the STEM majors. Students can participate in internship, research and teaching opportunities. Other services include: counseling, tutoring, workshops, campus and industry field trips, and access to the STEM center for study space and computer stations.
- **Student Success Center** –The Cerritos College Success Center guides students to the completion of their academic goals by creating an accessible, responsive, constructive, equitable learner-centered space for students to become active, independent, and confident learners. The SSC provides assistance to students related to writing, reading, math, and ESL; the center promotes success by supporting the development of academic skills and strategies, personal responsibility, and an understanding of college culture and effective decision making.
- **Transfer Center** – serves as a link to the campuses of the University of California (UC), the California State University (CSU), and independent colleges and universities. The goal of the center is to develop creative strategies for improving the transfer process and, thereby, increasing the number of student who transfer to four- year educational institutions.
- **Umoja Program** - USSP is designed to assist students of African descent in transferring to four-year universities and obtaining their Associate degrees. We offer services to help students become academically competitive and to establish personal goals. USSP program counselors and staff provide a constant source of encouragement to our students and work with them to ensure that their holistic needs are met.



Additionally, Cerritos is the recipient of the following grants that are aimed at student access, success and equity:

U.S. Department of Education STEM grant for Hispanic Serving Institutions – currently in our fifth and final year of this HSI grant, the Cerritos College STEM program is focused on improving pathways to degrees and transfer for students aspiring towards emerging and high need STEM professions. The grant assists under-represented students in the following ways: 1) eliminating the math barrier, 2) identifying and supporting the pathways to careers in computer science and earth/environmental science, and 3) increasing student access and success. The identified goals include a fourth area in support of research preparation needed for successful integration into other institutions of higher learning.

Department of Labor TAACCT grant - Cerritos College, as part of a national four-college consortium, received U.S. Department of Labor (DOL) funding under the Trade Adjustment Assistance Community College and Career Training (TAACCT) grant program. The Cerritos grant supports students in our Retail Management Program, increasing the timely completion of degrees and certificates for under-represented students and displaced workers.

While the above programs and grants are critical to sustaining student access and success, the activities that are identified in this plan are aimed at addressing the gaps in services and programs that lead to equity across all student populations.



Student Equity Activities and Goals by Indicator

Overview

Cerritos College District serves the communities of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, La Mirada, Lakewood, Norwalk, and portions of Bell Gardens, Lakewood, Long Beach, Santa Fe Springs, and South Gate. In addition, a few zip codes (90201, 90255, 90262, 90723, and 90660) in the surrounding area contribute a large proportion of students. These additional areas include Bell, Cudahy, Huntington Park, Lynwood, Paramount, and Pico Rivera. Students who lived in the Cerritos College service area were identified if they had a zip code that was listed in the Cerritos College Environmental Scan conducted in fall 2008 outlining the zip codes that pertain to the district, along with the few additional zip codes mentioned above. Data on gender, ethnicity, disability status, veteran status, foster youth, and low income status, within the population service area were drawn from U.S. Census 2010, American FactFinder (available on <http://factfinder2.census.gov>) for comparison and context. The U.S. Census had no data on unknown gender and unknown/non-respondent for ethnicity.

The following sections detail the goals and activities the College intends to fund in 2015-2016 based on the six indicators identified as the focus of our student equity and college planning process. Although the projects detailed in the following pages are based on all projects approved through November 30, 2015, additional gaps will be identified and addressed, and additional activities will be funded throughout the year. These projects will be based on the overall college priorities identified in the Executive Summary, and based on institutional research.



Access

A. ACCESS INDICATOR: *The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.*

Target Population(s)	# of your college’s total enrollment in Fall 2014 – Spring 2015	% of your college’s total enrollment (proportion)	% of adult population within the community served (proportion) ¹	Gain or loss in proportion (Percentage point difference with +/- added)*
American Indian / Alaska Native	1038	3.59%	0.24%	3.35%
Asian	2583	8.93%	10.04%	-1.11%
Black or African American	1262	4.36%	6.90%	-2.54%
Hispanic or Latino	19237	66.52%	74.16%	-7.64%
Native Hawaiian or other Pacific Islander	157	0.54%	0.60%	-0.06%
Two or More Races	404	1.40%	0.97%	0.43%
White	2360	8.16%	6.97%	1.19%
Unknown	1878	6.49%	0.10%	6.39%
			100%	
Males	12912	44.6%	51.06%	-6.46%
Females	15506	53.6%	48.94%	4.66%
Unknown	501	1.7%	0%	1.7%
		100%	100%	
Current or former foster youth	272	0.94%	0.46% ²	0.48%
Individuals with disabilities	1434	4.98%	10.36% ³	-5.38%
Veterans	111	0.38%	3.86% ⁴	-3.48%

¹ Information for the community served was gathered from publically available datasets. Unless otherwise specified, all data for the community served comes from the DataQuest website for the California Department of Education and includes all feeder schools for Cerritos College.

² Data from CALPADS 2013-2014 school year

³ Data from individual feeder school SARC reports

⁴ From the 2013 Census for the service area



The groups with the largest gaps are Hispanic students (-7.64%), males (-6.46%), and individuals with disabilities (-5.38%). It is important to note that there is also a 6.39% unknown race/ethnic group which is quite large. This may mitigate some of the gaps in the racial/ethnic group disparities. To address this, the college will also focus on Black or African Americans (2.54%), and Veterans (-3.48 %).

GOAL: The college will raise the percentage of males, individuals with disabilities, and Hispanic students in the area population by fall 2018. There are two additional groups that could benefit by included in this goal; therefore the college has added two additional target populations, Veterans and Black or African Americans, to this goal.

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic	2015	+2%	2020
Males	2015	+2%	2020
Students with Disabilities	2015	+5%	2020
Veterans	2015	+3%	2020
Black or African Americans	2015	+3%	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.



A. ACCESS ACTIVITIES:

A.1

- **Activity Type(s)** Identify the target populations identified above in our district and service areas

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	K-16 Bridge Project		Funding for Lewis Center software integration between districts		Partnerships with Student Services, Educational Partnerships and Programs and 5 K12 districts
	Research and Planning		Data reports to identify populations in each K12 district and service area		

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

ID	Target Group	# of Students Affected
A.1	Hispanic	19,237
	Veterans	111
	Males	12912
	Black or African American	1262
	Students with disabilities	1434

- **Activity Implementation Plan**

The college implemented K16 Bridge Senior Steps in 3 districts in Spring 2015 and enrolled a cohort of 300 students in Fall 2015 who were guaranteed enrollment. The college is following this cohort and implementing the program in an additional 2 districts, for a total of 5 districts for 2016.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Spring 2015	25,000	General Fund

- **Link to Goal**

The goal is directly linked to increasing access to disadvantage groups identified in our data.



- ***Evaluation***

The college will obtain specific information needed to conduct successful, targeted outreach to the disadvantaged groups in addition to using the Lewis Center software to track the cohort and determine how access can be improved. Data will be assessed at the end of each semester for improvement with the goal of full assessment in spring 2018.

A.2

- **Activity Type(s)** The college will engage in professional development for staff and faculty to better understand the needs of the targeted populations and develop new activities for enhancing access.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Umoja Conference Umoja Program development		Funded conference attendance Develop program activities and support services for students of color		Cultivate campus knowledge and empowerment
	Research and Planning		Develop reports to evaluate increase or decrease in target population		

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

ID	Target Group	# of Students Affected
A.2	Black or African American	1262

- **Activity Implementation Plan**

The college will provide support for the development of the Umoja program by sending students and faculty to the Umoja conference in November 2015. Students and faculty will use information gathered at the conference and share key information in venues such as ASCC and Faculty Senate

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Fall 2015	97,800	General counseling funds

- **Link to Goal**

Develop an awareness and action plan for addressing access and success for Black and African American students

- **Evaluation**

The college will assess success by increasing the numbers of Black or African Americans by 2018.



A.3

- **Activity Type(s)** The college will develop marketing outreach to encourage and provide clear roads to college

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Marketing to service area students		Public Affairs		Develop progressive and innovative marketing outreach using print, social media and digital outreach to students

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

ID	Target Group	# of Students Affected
A.3	Hispanic	19,237
	Veterans	111
	Males	12912
	Black or African American	1262
	Students with disabilities	1434

- **Activity Implementation Plan**

The college will develop an aggressive campaign to market the college and its opportunities to students in our service area.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Spring 2016	30,000	

- **Link to Goal**

Develop strategic marketing goals for outreach

- **Evaluation**

Data on student demographics and service area will drive the targeted marketing strategies by area.



A.4

- **Activity Type(s)** Develop a college fund-raising process to provide free tuition to all Cerritos students

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Foundation and Executive Team		Funding for tuition vouchers		
	Research and Evaluation		Reports to identify students who could benefit form tuition vouchers		

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

ID	Target Group	# of Students Affected
A.4	Hispanic	19,237
	Veterans	111
	Males	12912
	Black or African American	1262
	Students with disabilities	1434

- **Activity Implementation Plan**

The college executive team will attend city, chamber, and private organizations in the service area to raise funding for tuition for students who qualify and agree to stay in school, attend tutoring, maintain a 2.5 GPA, and a C average in each course.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.4	Fall 2017	50,000	1 M, general fund; 1 M foundation

- **Link to Goal**

Provide access to students who need financial assistance

- **Evaluation**

Track funding raised in relation to fundraising target



A.5

- **Activity Type(s)** Conduct high school survey on-site at the high schools.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Dean of Student Services: School Relations		Outreach to high schools and implementation of survey		

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

ID	Target Group	# of Students Affected
A.5	Hispanic	19,237
	Veterans	111
	Males	12912
	Black or African American	1262
	Students with disabilities	1434

- **Activity Implementation Plan**

High school student outreach to individuals in target groups will be needs-focused through a high school survey “on-site” and electronic, with an incentive (t-shirt, water bottle, etc.)

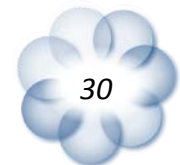
ID	Timeline(s)	Student Equity Funds	Other Funds**
A.5	Summer 2015	8,000	Categorical programs

- **Link to Goal**

Create climate of engagement for students

- **Evaluation**

Data will be collected to assess students who attend event and actually attend the college



A.6

Activity Type(s) Create department brochures/program brochures using institutional standard and upload to department/program web pages.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Diversity, Benefits and Compliance		Professional Development/EEOC		Direct Diverse Hiring Practices

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

ID	Target Group	# of Students Affected
A.6	Hispanic	19,237
	Veterans	111
	Males	12912
	Black or African American	1262
	Students with disabilities	1434

• **Activity Implementation Plan**

Outreach to individuals in target groups will be enhanced through department/program brochures using an institutional standard and uploaded to department/program web pages. Enhance targeted marketing campaigns from updated department web pages with “selling points” of department-and-branding tag line and talking points.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.7	Spring 2016	10,000	Marketing general funds

• **Link to Goal**

Activity will assist in sharing college programs with students in targeted populations

• **Evaluation**

Program will be evaluated by tracking increase or decrease in targeted populations



Success Indicator: Course Completion

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	707	467	66%	65%	1%
Asian	19,008	14,255	75%	65%	10%
Black or African American	12,695	6,976	55%	65%	-10%
Hispanic or Latino	78,052	50,793	65%	65%	0%
Native Hawaiian or other Pacific Islander	1,041	603	58%	65%	-7%
White	15,617	11,316	72%	65%	7%
Some other race	15,339	10,684	70%	65%	5%
All Students					
Males	59,927	39,403	66%	65%	1%
Females	78,344	52,767	67%	65%	2%
Unknown	3,272	2,212	68%	65%	3%
Current or former foster youth	1,002	505	50%	65%	-15%
Individuals with disabilities	4,409	2,914	66%	65%	1%
Low-income students	78,026	50,198	64%	65%	-1%
Veterans	1,958	1,434	73%	65%	8%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-14' is calculated by subtracting 71 (the average student success rate) from 57 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.



The three student groups experiencing the greatest gaps in degree-applicable math are: Black or African American (10% gap, 1,270 enrollments “lost”); Native Hawaiian or other Pacific Islander (7%, 73 enrollments “lost”); and Current or former foster youth (5%, 50 enrollments “lost”).

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, 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%	<u>.05</u>	x	1,002	= 50
Second Largest	Black or African American	10%	<u>.10</u>	x	12,695	= 1,270
Third Largest	Native Hawaiian or other Pacific Islander	7%	<u>.07</u>	x	1,041	= 73



GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The college will raise the percentage of students in the Course Completion group who are Black or African American, Native Hawaiian/Pacific Islander, and Foster Youth. The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact. The targets are higher for Foster Youth and Native Hawaiian students due to small populations which can be increased more quickly.

Target Population(s)	Current gap, year	Goal*	Goal Year
Black, African American	-10%/ 2015	+ 5%	2020
Native Hawaiian/Pacific Islander	-7%/2015	+7%	2020
Foster Youth	-5%/2015	+5%	2020

ACTIVITIES: B. COURSE COMPLETION

B.1

- **Activity Type(s)** Implement selected elements of the Phi Theta Kappa Community College Completion Corps (C4) Each One Help One program (<http://www.completioncorps.org/>) to holistically address and support student success at the student level. All students will pledge and sign up in Org Sync in the Completion portal

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Continue College Completion Pledge	Specific pledge outreach to target populations	Org Sync sign up and follow up
Research Department	The College will conduct research to identify specific students in target group	

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

ID	Target Group(s)	# of Students Affected
B.1	African American	12,695
	Native Hawaiian/Pacific Islander	1,041
	Foster Youth	1,002

• **Activity Implementation Plan**

The college Completion Pledge (C4) through Phi Theta Kappa (PTK) will help enlist students in a pledge drive to commit to completion. The college will then encourage students to sign up for Org Sync Completion portal so the college can send targeted messages to help them stay on course for completion.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Spring 2016	15,000	

• **Link to Goal**

PTK will help motivate students to complete; Org Sync will assist students to stay on track with their completion goals

• **Evaluation**

Org Sync reports will help identify our population and track them through targeted messaging on completion



B.2

Activity Type(s) Create social media tool(s) (Org Sync) to support students in setting up and maintaining successful peer study groups.

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Org Sync implementation	Public Affairs, Student Activities, Faculty, Student Services	Develop portals for student engagement to support completion
Research and Planning Reports	The College will track students by major through Org Sync	

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

ID	Target Group(s)	# Student Affected
B.2	African American	12,695
	Native Hawaiian/Pacific Islander	1041
	Foster Youth	1002

• **Activity Implementation Plan**

The college will develop, train and implement staff and faculty on how to use Org Sync to communicate with students and send targeted messaging. A portal will be established for study groups. Specific attention will be made to the targeted groups identified here.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Spring 2016	150,000	

• **Link to Goal**

This activity will help address the needed interventions to keep students focused on their completion goals

• **Evaluation**

Org Sync reports will help identify our population and track them through targeted messaging on completion



B.3

Activity Type(s) Migrate successful student techniques, strategies, and other educational material, often delivered in workshops, into settings students are already in to include classes, supplemental instruction, tutoring, and Success Center programs and services.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Frontload embedded strategies via professional development offerings and include strategies for reaching and encouraging students and for referring students to services such as the Success Center and Disabled Student Programs and Services		Success Center Embedded Tutor Pilot Student Athlete Academic Support Center, EOPS Boot Camp Veterans Tutoring Student Success Center Tutors Falcon supplemental support		Embedded tutoring in SSC, pathway programs, math, science, and other disciplines
	Research required to study targeted groups		The College will carry out research based outreach to raise the percentage of individuals who are in the Native Hawaiian, Pacific Islander, African American, and Foster Youth student population who meet or exceed that of the reference group.		

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

ID	Target Group	# of Students Affected
B.3	African American	12,695
	Native Hawaiian/Pacific Islander	1041
	Foster Youth	1002



• **Activity Implementation Plan**

The college will commit to targeted tutoring to address completion challenges our students face. Through targeted activities focused on math, science, and discipline-specific completion, the college will identify students who are at risk and focus on placing them in courses with tutors and/or helping them find the resources at the Success Center

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	Spring 2016	EOPS Math Boot Camps– 10,000	EOPS categorical funds
	Fall 2015	Veteran Support tutoring– 112,000	Veterans categorical funds
	Fall 2015	SSC Tutoring – 120,000	General funds
	Spring 2016	Athletic Support Center – 135,000	General funds
	Fall 2015	IFalcon supplemental support – 350,000	BSI Funds
	Spring 2016	SSC Embedded Tutoring Pilot – 19,679	BSI Funds
	Spring 2016	STEM Tutoring – 80,000	STEM grant funds
	Fall2015-Spring 2016	Instructional Aides – 175,000	General Fund
	Spring 2016	Tech Tutoring Support – 19,000	General Fund

• **Link to Goal**

Tutoring and classroom supplemental instruction has been shown to increase course completion and success. The services are targeted at all students but also specific populations who can benefit from the high touch approach

• **Evaluation**

The targeted populations will be assessed at the end of each semester to assess which services, if any, have helped improve student course completion rates. Data tracked will be #s of students who have accessed tutoring services, frequency of tutoring, when in the semester students are seeking tutoring, difference between an embedded tutor v. sending students to SSC.



B.4

- **Activity Type(s)** Employ clicker technology in the classroom to increase engagement and course completion

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Clicker technology for student engagement		Employ clickers and train faculty to use them		Training for faculty
	Research Department		The College will conduct research to establish and assess comparison group		

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

ID	Target Group(s)	# of Students Affected
B.4	African American	12,695
	Native Hawaiian/Pacific Islander	1,041
	Foster Youth	1,002

- **Activity Implementation Plan**

The college will utilize clicker technology in biology courses

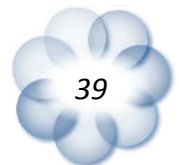
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Spring 2016	5,000	

- **Link to Goal**

Student engagement links directly to course completion

- **Evaluation**

Reports to track pre and post success



Success Indicator: ESL and Basic Skills Completion

C. ESL AND BASIC SKILLS COMPLETION. 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. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

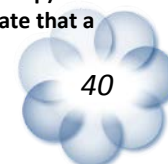
ENGLISH AS A SECOND LANGUAGE (ESL)

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The # 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	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	--	--	--		
Asian	99	37	37%	35%	2%
Black or African American	3		0%	35%	-35%
Hispanic or Latino	157	56	36%	35%	1%
Native Hawaiian or other Pacific Islander	--	--	--		
White	8	1	13%	35%	-22%
Some other race	25	8	32%	35%	-3%
All Students			*		
Males	100	25	25%	35%	-10%
Females	184	74	40%	35%	5%
Unknown	8	3	38%	35%	3%
Current or former foster youth	1	1	100%	35%	65%
Individuals with disabilities	4	1	25%	35%	-10%
Low-income students	122	55	45%	35%	+10%
Veterans	--	--	--		

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-7' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.



Naturally, there are very small student-group populations for success in Remedial ESL. For example, only three Black or African American students complete an ESL sequence, though they exhibit the largest gap (35%), since none of the students completed a degree-applicable ESL course. Therefore, it is natural to enforce a sample size minimum ($n \geq 10$) in observing the “student groups [who] are experiencing the greatest gaps.” These groups are: males (10% gap, 10 students “lost”) and students reporting “some other race” (3% gap, less than one student). Therefore, male students are the only student-subgroup to exhibit any disproportionate impact. Even then, only 10 students are considered “lost.”

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, 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”
Largest Gap	Males	10%	<u>0.10</u>	x	100 = 10
Second Largest	Some other race	3%	<u>0.03</u>	x	25 = <1
Third Largest				x	=



BASIC SKILLS MATH COMPLETION

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) who 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	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	13	3	23%	24%	-1%
Asian	190	73	38%	24%	14%
Black or African American	387	61	16%	24%	-8%
Hispanic or Latino	2265	531	23%	24%	-1%
Native Hawaiian or other Pacific Islander	29	4	14%	24%	-10%
White	291	83	29%	24%	5%
Some other race	262	77	29%	24%	5%
All Students			*		
Males	1351	314	23%	24%	-1%
Females	1987	495	25%	24%	1%
Unknown	99	23	23%	24%	-1%
Current or former foster youth	122	70	57%	24%	33%
Individuals with disabilities	212	54	25%	24%	1%
Low-income students	2361	568	24%	24%	0%
Veterans	168	22	13%	24%	-11%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.



The student groups experiencing the greatest gaps in degree-applicable math are: Veterans (11%, 18 students “lost”); Native Hawaiian or other Pacific Islander (10% gap, 3 students “lost”); and Black or African American (8% gap, 31 students “lost”).

It is also important to note here that while the percentage gap is smaller for degree-applicable math compared to ESL and English, this is due to the fact that the overall average is lower (24% compared to 35% in ESL and 35% in English).

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, 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”
Largest Gap	Veterans	11%	<u>.11</u>	x	168	= 18
Second Largest	Native Hawaiian or other Pacific Islander	10%	<u>.10</u>	x	29	= 3
Third Largest	Black or African American	8%	<u>.08</u>	x	387	= 31



BASIC SKILLS ENGLISH COMPLETION

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) who 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	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	15	4	27%	35%	-8%
Asian	358	204	57%	35%	22%
Black or African American	402	136	34%	35%	-1%
Hispanic or Latino	2609	1194	46%	35%	11%
Native Hawaiian or other Pacific Islander	19	5	26%	35%	-9%
White	277	142	51%	35%	16%
Some other race	305	155	51%	35%	16%
All Students					
Males	1676	731	44%	35%	9%
Females	2193	1056	48%	35%	13%
Unknown	116	53	46%	35%	11%
Current or former foster youth	113	84	74%	35%	39%
Individuals with disabilities	197	100	51%	35%	16%
Low-income students	2673	1237	46%	35%	11%
Veterans	87	37	43%	35%	8%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.



The three student groups experiencing the greatest gaps in degree-applicable math are: Native Hawaiian or Pacific Islander (9%, 2 students “lost”); American Indian/Alaska Native (8%, 1 student “lost”); Black or African American (1% gap, 4 students “lost”).

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, 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”
Largest Gap	Native Hawaiian or other Pacific Islander	9%	<u>.09</u>	x	19 = 2
Second Largest	American Indian / Alaska Native	8%	<u>.08</u>	x	15 = 1
Third Largest	Black or African American	1%	<u>.01</u>	x	402 = 4

It is important to note that Cerritos College is a Hispanic Serving Institution. Therefore, in calculating the all student average completion rate (based on a grand average), the “all” rate will tend to look closely like the Hispanic or Latino average rate. This is especially the case for ESL and math. The average of the averages (average of group-level completion rates) would increase for ESL (35% to 36%), increase for math (24% to 26%), and would substantially increase for English (35% to 46%).



ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

Activity Type(s) ESL: Collaborate among credit and non-credit programs to transition basic skills students.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	K-16 Bridge to create link between AED courses and credit programs.		AED/Adult school programs		K16 software implementation
	Research to identify students who need to transition				

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

ID	Target Group(s)	# of Students Affected
C.1	Males	100

• **Activity Implementation Plan**

Create a bridge between non credit and credit ESL programs. Utilize K16 Bridge software to identify students and create a bridge between adult school and non credit programs

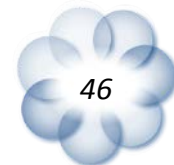
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Spring 2016	25,000	

• **Link to Goal**

Targeted approach to serve identified populations

• **Evaluation**

Student participation in K16 Bridge program will be assessed and evaluated at the end of spring semester



C.2

- **Activity Type(s)** Conduct stop-out data analysis, by ethnicity, when students enroll but postpone taking math/English/ESL courses.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Research and Planning		Reports to identify students who drop or stop		Interventions to get students back into courses

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

ID	Target Group	# of Students Affected
C.2	Males (ESL)	100
	Black (English)	402
	Black (Math)	387
	Veterans (Math)	168

- **Activity Implementation Plan**

Identify students who stop out from taking math and English

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Spring 2016	3,000	BSI funds

- **Link to Goal**

Reporting will identify students who need interventions to continue in Math and English

- **Evaluation**

Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal. Students will be identified and action evaluated at the end of spring semester



C.3

- **Activity Type(s)** Conduct BSI pilot focused on student scheduling needs and use data to identify students who can benefit from interventions

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	BSI pilot for Math and English		Academic Affairs, Enrollment Management, ASCC, Dev ED		Implement BSI pilot
	Research and Evaluation		Track students		

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

ID	Target Group(s)	# of Students Affected
C.3	Black (English)	402
	Black (Math)	387
C.3	Veterans (Math)	168
	Native Hawaiian (English)	19
	Native Hawaiian (Math)	29
	Native American (English)	15
	Hispanic/Latino (Math)	2265

- **Activity Implementation Plan**

The college has identified a scheduling plan to address students entering the college who are not college-ready. The pilot will address scheduling for acceleration and identify a basic skills scheduling track to assist students in completing college-level math or English in three semesters or less.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.3	Spring 2016 - ongoing	85,000	300,000 BSI funding

- **Link to Goal**

Targeted scheduling will assist students in completing their English/math requirements more efficiently and quickly

- **Evaluation**

Data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.



C.4

- **Activity Type(s)** Targeted DHH tutoring for equitable access in Math

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Math tutoring for DSPS students		Specific math tutoring for individuals with disabilities		Direct Student Support
	Research and Evaluation		Establish baseline data		Pre and post testing for students who participate

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

ID	Target Group(s)	# of Students Affected
C.4	Students with disabilities	212

- **Activity Implementation Plan**

Specific tutoring for students with disabilities will be provided

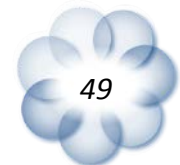
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.4	Spring 2016	14,700	DSPS categorical funding

- **Link to Goal**

Direct link to goal of improving math completion in target populations

- **Evaluation**

Data will be collected—both quantitative and qualitative—to measure impact of activity on the goal. Conduct post testing to learn impact and provide continuous improvement in DSPS tutoring services



C.5

Activity Type(s) Provide support for the development and use of Open Education initiatives, including lab resources for AED math

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Develop OER textbook and fund current supplemental materials for non credit math course		AED and math faculty		Curriculum development of OER materials; funding for My Math Lab
	Research and Evaluation		Track math progress and improvement		

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

ID	Target Group(s)	# of Students Affected
C.4	Hispanic	2265
	Black or African American	387
	Native Hawaiian	29
	Veterans	168

• **Activity Implementation Plan**

Funding will be provided to remove financial barrier for students in AED math. Curriculum development of OER materials for long term sustainability

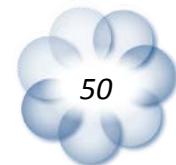
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.4	Fall 2015	40,000	

• **Link to Goal**

Direct link to goal of improving math completion in target populations

• **Evaluation**

Data will be collected—both quantitative and qualitative—to measure impact of activity on the goal. Monitor student progression in basic skills math.



C.5

- **Activity Type(s)** Faculty Inquiry Group (FIG) – develop equity-sensitive curriculum in English department

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Faculty Inquiry Group		English faculty		Specific English literature focus

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

ID	Target Group(s)	# of Students Affected
C.5	Black or African American	402
	Native American	15
	Native Hawaiian	19

- **Activity Implementation Plan**

Specific tutoring for students with disabilities will be provided

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.5	Fall 2015	6,500	

- **Link to Goal**

Direct link to goal of improving math completion in target populations

- **Evaluation**

Curriculum will be developed and data run the following year to measure impact of activity on the goal.



C.6

- **Activity Type(s)** Implement EOPS Math Boot Camp

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Math tutoring and assessment workshops for EOPS students		EOPS/Math faculty		Direct student support for math assessment improvement
	Research and Evaluation		Establish baseline data		Pre and post assessment testing for students who participate

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

ID	Target Group(s)	# of Students Affected
C.6	Black/African American	387
	Hispanic/Latino	2265
	Native Hawaiian	29
	Veterans	168

- **Activity Implementation Plan**

Specific math assessment activities for EOPS students

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.6	Summer 2015	10,000	

- **Link to Goal**

Direct link to goal of improving math completion in target populations

- **Evaluation**

Data will be collected—both quantitative and qualitative—to measure impact of activity on the goal. Conduct post testing to learn impact and provide continuous improvement in math assessment outcome



C.7

- **Activity Type(s)** Tutoring support in Veterans Center

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Math tutoring for Veterans		Specific math tutoring for veterans		Direct student support
	Research and Evaluation		Establish baseline data		Pre and post testing for students who participate

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

ID	Target Group(s)	# of Students Affected
C.7	Veterans	168

- **Activity Implementation Plan**

Specific math tutoring for Veteran students will be provided

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.7	Fall 2015	112,000	

- **Link to Goal**

Direct link to goal of improving math completion in target populations

- **Evaluation**

Data will be collected—both quantitative and qualitative—to measure impact of activity on the goal. Conduct post testing to learn impact and provide continuous improvement in veterans tutoring served.



C.8

- **Activity Type(s)** Development of OER materials for basic skills math courses

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Math tutoring for Veterans		Specific math tutoring for veterans		Direct Student Support
	Research and Evaluation		Establish baseline data		Pre and post testing for students who participate

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

ID	Target Group(s)	# of Students Affected
C.8	Black/African American	387
	Hispanic/Latino	2265
	Native Hawaiian/Pacific Islander	29
	Veterans	168

- **Activity Implementation Plan**

Specific math tutoring for veterans students will be provided

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.8	Spring 2016	12,000	OER Foundation funding

- **Link to Goal**

Direct link to goal of improving math completion in target populations

- **Evaluation**

Data will be collected—both quantitative and qualitative—to measure impact of activity on the goal.



Success Indicator: 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. Calculate degree and certificate completion rates by dividing:

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.



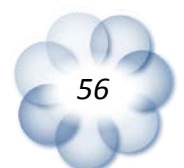
Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	4	2	50%	17.5%	32.5
Asian	276	58	21%	17.5%	3.5
Black or African American	307	45	15%	17.5%	-2.5
Hispanic or Latino	2366	395	17%	17.5%	-0.5
Native Hawaiian or other Pacific Islander	13	3	23%	17.5%	5.5
White	314	69	22%	17.5%	4.5
Unknown	271	60	22%	17.5%	4.5
Filipino	135	19	14%	17.5%	-3.5
All Students			*		
Males	1595	245	15%	17.5%	-2.5
Females	1962	377	19%	17.5%	1.5
Unknown	153	29	19%	17.5%	1.5
Current or former foster youth	80	15	19%	17.5%	1.5
Individuals with disabilities	170	32	19%	17.5%	1.5
Low-income students	2930	543	19%	17.5%	1.5
Veterans	93	32	34%	17.5%	16.5

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group’s rate of degree or certificate completion—paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group’s success rate is lower than the average group’s rate, a negative value will result.

***-4’ is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The ‘-’ is added to signify that the example group’s success rate is lower than the all student average. A ‘+’ would indicate that a given group has greater success.

Filipino, Black/African American, and Male student groups are experiencing the greatest gaps in degree and certificate completion. Although the American Indian / Alaska Native student group appears to exhibit a rate of degree or certificate completion far above the overall student average, the small size of the group should be considered when evaluating the success of American Indian / Alaska Native students. The same can be said for when interpreting the success of Native Hawaiian/Pacific Islander student groups in completing degree and certificates.



		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2008-2009 and named certificates and degrees as their matriculation goal	= Number of Students "Lost"
---	Example Group	7%	<u>.04</u>	x	1947	= 77
Largest Gap	Filipino	7%	<u>.07</u>	x	135	= 10
Second Largest	Black/African American	6%	.06	x	307	= 19
Third Largest	Male	6%	<u>.06</u>	x	1,595	= 96



GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for Black or African American, Males, and Filipino students identified in the college research as experiencing a disproportionate impact:

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

Activity Type(s) Create a completion dashboard to help students identify the courses needed for completion

Outreach		Student Equity Coordination/Planning		Instructional Support Activities
Implement Degree Audit completion dashboard		Completion committee, students, faculty		Launch dashboard in My Cerritos Portal and train faculty and students to use the dashboard
Research and Evaluation		Gather data/reports to identify needed classes through completion/education plans		

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

ID	Target Group(s)	# of Students Affected
D.1	Black or African American	307
	Filipino	135
	Males	1595

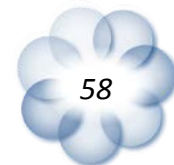
• **Activity Implementation Plan**

The college will commit resources to develop, test, and implement a completion dashboard that interfaces with Degree Audit and Peoplesoft, to allow students to see their completion progress and monitor which classes need to be taken in order to complete their degree or certificate

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Fall 2015- Spring 2016	150,000	

• **Link to Goal**

Reports developed to improve degree and certificate completion



• ***Evaluation***

- Completion indicators established by college
- Reports developed to evaluate students who are 1-3 courses away from completion
- Monthly evaluation of dashboard usage

D.2

Activity Type(s) Develop resilience and retention strategies

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Active reminder texting system - interventions for students		Completion committee, 3SP		Org Sync and early alert system
	Research and Evaluation		Phytorion/Cognos system		Data warehouse to develop completion reports

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

ID	Target Group	# of Students Affected
D.2	Black or African American	307
	Filipino	135
	Males	1595
	Hispanic	2366

• **Activity Implementation Plan**

Development of an app texting system in fall 2016; review of progress in spring 2016

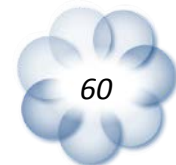
ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Fall 2015	20,000	Ongoing general funds
	Fall 2015	56,000	Ongoing general funds

• **Link to Goal**

Notifications and alerts will assist with student engagement and help students stay on track. Funding directly linked to goal and completion of goal is moving forward

• **Evaluation**

App dashboard developed and will be evaluated monthly beginning in spring 2016. Data will be collected monthly.



D.3

Activity Type(s) Develop successful habits of mind videos to cultivate mindset of successful students

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
iFalcon videos and program	iFalcon steering committee	Develop success videos
Mindset workshops	CTX/math, English, ESL departments/counseling dept.	Train faculty in growth mindset principles

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

ID	Target Group	# of Students Affected
D.3	Black or African American	307
	Filipino	1595
	Males	135
	Hispanic	2366

• **Activity Implementation Plan**

Implement workshops for faculty and students on successful habits of mind and growth mindset

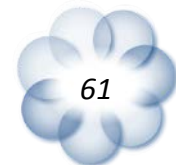
ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	Fall 2016	IFalcon 350,000; Mindset 5,800	

• **Link to Goal**

The college will commit resources to help create a culture of success and assist students to understand successful habits and learning techniques that will lead to completion

• **Evaluation**

Students will be tracked for successful completion of IFalcon modules. Faculty will submit pre- post tests results regarding mindset training and develop curricular strategies for English, math and ESL courses



D.4

Activity Type(s) Research cultural barriers in the classroom

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Form faculty group to look at syllabi and cultural barriers		Senate and Chairs		Direct Student Support
	workshops on classroom cultural competency; create certificates		CTX, faculty		Cultural competency training

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

ID	Target Group	# of Students Affected
D.4	Black or African American	307
	Hispanic	2366
	Males	1595
	Filipino	135

• **Activity Implementation Plan**

Develop Senate committee for syllabi evaluation; funding allocated for competency workshops

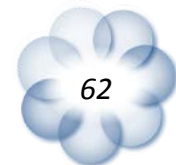
ID	Timeline(s)	Student Equity Funds	Other Funds**
D.4	Fall 2015- Spring 2016	10,000	Ongoing professional development funds

• **Link to Goal**

Funding directly linked to goal

• **Evaluation**

CTX workshops implemented in spring 2015. Program will be evaluated annually



D.5

Activity Type(s) Discipline specific tutoring and lab support

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Expand tutoring options	Student Success Center/STEM	Discipline tutoring
Lab Assistants	Student assistants hired by discipline	In class support
Classroom and lab-use tablets	Tablet carts purchase	Classroom innovations

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

ID	Target Group	# of Students Affected
D.5	Black or African America	307
	Males	1595
	Filipino	135
	Hispanic	2366

• **Activity Implementation Plan**

All activities have begun and funding allocated

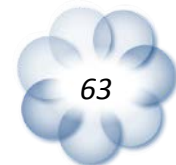
ID	Timeline(s)	Student Equity Funds	Other Funds**
D.5	Spring 2016	Tutoring: 36,360; lab assistant: 87,000; tablet carts: 120,000	

• **Link to Goal**

Support for student completion

• **Evaluation**

Evaluate progress at end of spring semester



D.6

Activity Type(s) Provide direct aid to students for costs related to successful completion.

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Financial aid for textbooks, supplies, study/prep materials	Financial Aid office	Direct financial support

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

ID	Target Group	# of Students Affected
D.6	Black or African America	307
	Males	1595
	Filipino	135
	Hispanic	2366

• **Activity Implementation Plan**

Financial Support for qualified students

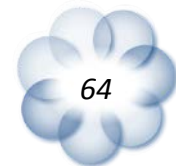
ID	Timeline(s)	Student Equity Funds	Other Funds**
D.6	Fall 2015-Spring 2016	200,000	Pell, financial aid, BOG waivers

• **Link to Goal**

Support for student completion

• **Evaluation**

Evaluate success and student progress at end of spring semester



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. Calculate transfer rates by dividing:

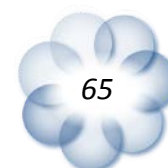
Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

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	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	9	1	11%	27%	-16
Asian	128	94	52%	27%	25
Black or African American	223	53	24%	27%	-3
Hispanic or Latino	1782	437	25%	27%	-2
Native Hawaiian or other Pacific Islander	22	5	23%	27%	-4
White	163	47	29%	27%	2
Filipino	62	20	32%	27%	5
Unknown	192	48	25%	27%	-2
All Students					
Males	1080	307	28%	27%	1
Females	1456	370	25%	27%	-2
Unknown	99	28	28%	27%	1
Current or former foster youth	39	6	15%	27%	-12
Individuals with disabilities	121	24	17%	27%	-10
Low-income students	2635	705	27%	27%	0
Veterans	19	10	53%	27%	26

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

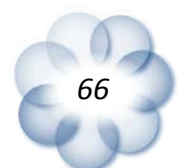
**Calculated by subtracting the average (all student) rate from the student group's rate of transfer— paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

**'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-4' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.



In this data, American Indian (26%), foster youth (12%), and individuals with disabilities (10%) had the largest gaps.

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2008-2009 and named transfer as their matriculation goal. = Number of Students "Lost"
Largest Gap	American Indian / Alaska Native	16%	<u>.26</u>	x	9 = 2
Second Largest	Current or former foster	12%	.12	x	39 = 5
Third Largest	Individuals with disabilities	10%	<u>.10</u>	x	121 = 12



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, year	Goal*	Goal Year
American Indian	-26%/2015	+10%	2020
Foster Youth	-12%/2015	+10%	2020
Students with Disabilities	-10%/2015	+10%	2020
Black or African American	-3%/2015	+3%	2020
Hispanic	-2%/2015	+2%	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

Because all three groups are relatively small sample sizes, the college is also adding Black (13%) and Hispanic (-2%) students to the target populations.

ACTIVITIES: E. TRANSFER

E.1

- **Activity Type(s)** Provide college-wide Counseling Support and Transfer Activities

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Part time counselors focused on transfer		Develop outreach materials		Transfer Center celebrations, open house
	Research and Evaluation		Professional Development		

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

ID	Target Group(s)	# of Students Affected
E.1	American Indian	9
	Foster Youth	39
	Individuals with Disabilities	121
	Black or African American	223
	Hispanic	1782

- **Activity Implementation Plan**

Increase counseling, professional development, and outreach supporting transfer

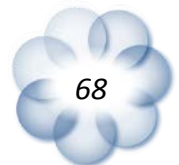
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015	80,000	

- **Link to Goal**

Support for transfer center activities

- **Evaluation**

Transfer rates will be assessed



E.2

- **Activity Type(s)** Professional Development for faculty cultural awareness

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Faculty Inquiry Groups (FIG)	Literature review/Professional development	Curriculum development
Intercultural competence conference/training	Develop internships, speaker, reading program	Curriculum development
CCCC Conference	Support for Faculty attendance/presenters	Strategies to assist target population

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

ID	Target Group	# of Students Affected
E.2	American Indian	9
	Foster Youth	39
	Individuals with Disabilities	121
	Black or African American	223
	Hispanic	1782

- **Activity Implementation Plan**

The college will support professional development of faculty to assist in developing culturally aware teaching and learning strategies leading to successful transfer for students

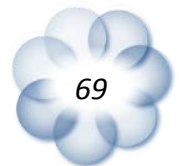
ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring 2016	Conference attendance – 7,962; FIGs – 10,100; cultural internship program – 107,000	

- **Link to Goal**

The activities will assist in the development of successful strategies to help students transfer and complete

- **Evaluation**

Reports on all activities will be provided to assess success



E.3

- **Activity Type(s)** Hire EOPS/CARE counselor

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	EOPS		Hire part-time counselors		Student support and guidance

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

ID	Target Group	# of Students Affected
E.3	American Indian	9
	Foster Youth	39
	Individuals with Disabilities	121
	Black or African American	223
	Hispanic	1782

- **Activity Implementation Plan**

The college will hire some pt counselors to address the EOPS population that specifically targets the students groups identified above

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	Fall 2015 -Spring 2016	78,000	EOPS categorical funding

- **Link to Goal**

The activities will assist in the directing and guiding EOPS students with the goal of transfer or completion

- **Evaluation**

Reports on all activities will be provided to assess transfer and completion success



E.4

- **Activity Type(s)** Provide opportunities for summer research and program enhancement

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Summer research projects		Send students to undertake research projects		Student support and guidance

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

ID	Target Group	# of Students Affected
E.4	American Indian	9
	Foster Youth	39
	Individuals with Disabilities	121
	Black or African American	223
	Hispanic	1782

- **Activity Implementation Plan**

The college will fund research opportunities for qualified students

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.4	Summer 2016	10,000	

- **Link to Goal**

The activities will assist in the directing and guiding students with the goal of transfer or completion

- **Evaluation**

Reports on all activities will be provided to assess transfer and completion success



E.5

- **Activity Type(s)** Hire Dual Enrollment coordinator

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	K 12		Hire dual enrollment coordinator		College readiness leading to completion and transfer

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

ID	Target Group	# of Students Affected
E.5	American Indian	9
	Foster Youth	39
	Individuals with Disabilities	121
	Black or African American	223
	Hispanic	1782

- **Activity Implementation Plan**

The college will hire some part-time counselors to address the EOPS population to specifically target the student groups identified above

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.5	Spring 2016	85,000	

- **Link to Goal**

The activities will assist in the directing and guiding K12 students with the goal of transfer or completion

- **Evaluation**

Reports on all activities will be provided to assess transfer and completion success



E.6

- **Activity Type(s)** CTE vouchers for students required to complete a state exam after college certificate completion

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Vouchers for qualified students		Provide funding for students who can benefit		Student support and guidance

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

ID	Target Group	# of Students Affected
E.6	American Indian	9
	Foster Youth	39
	Individuals with Disabilities	121
	Black or African American	223
	Hispanic	1782

- **Activity Implementation Plan**

The college will provide vouchers to students wishing to sit for qualifying tests and exams

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.6	Spring 2016	20,000	

- **Link to Goal**

The activities will assist in the directing and guiding students with the goal of transfer or completion

- **Evaluation**

Reports on all activities will be provided to assess transfer and completion success



Other College- or District-wide Initiatives Affecting Several Indicators

F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

- **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)** Hire LINC program facilitator and community outreach leaders

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Foster Youth Support		Hire LINC coordinator		Direct Student Support
			Hire adult hourly support staff		

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

ID	Target Group	# of Students Affected
F.1	Foster Youth	122



- **Activity Implementation Plan**

LINC coordinator and hourly staff will provide support to the foster youth attending the college

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Fall 2015- ongoing	75,000	Foster Youth categorical funding
	Fall 2015-spring 2016		

- **Link to Goal**

Direct Support to targeted populations

- **Evaluation**

Data that will be collected—both quantitative and qualitative—to measure impact of hiring on the goal.



F.2

• **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)** Hire Student Equity Program Facilitator

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Services	Hire equity coordinator	Direct Student Support

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

ID	Target Group	# of Students Affected
F.2	All Groups	23,000

• **Activity Implementation Plan**

The college will hire a student equity coordinator to oversee and drive all equity activities

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Fall 2015	105,000	

• **Link to Goal**

Directly related to goals for all target areas in the equity plan

• **Evaluation**

Data will be collected to assess effectiveness of plan implementation and oversight with this hire



F.3

- **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)** Extended Activity Hours for student support services

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Services, Success Center, Library	Extend service hours in all support areas	Direct Student Support
Research and Evaluation	Assess results and usage in each area	

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

ID	Target Group	# of Students Affected
F.3	All Groups	23,000

- **Activity Implementation Plan**

The college will implement extended hours in all student support areas

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	Fall 2015	174,000	

- **Link to Goal**

Directly related to goals for all target areas in the equity plan

- **Evaluation**

Data will be collected to assess effectiveness of plan implementation and student usage in extended areas



F.4

• **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)** Cross Cultural Speaker Series

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Services	Speaker Series	Direct Student Support

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

ID	Target Group	# of Students Affected
F.4	All Groups	23,000

• **Activity Implementation Plan**

The college will implement a culturally diverse speaker series program for students

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Fall 2015-Spring 2016	5,000	

• **Link to Goal**

Directly related to goals for all target areas in the equity plan

• **Evaluation**

Data will be collected to assess effectiveness of speaker series



F.5

• **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)** Classroom and Lab Computer replacement/enhancement

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Academic Affairs	Computer enhancement	Indirect Student Support

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

ID	Target Group	# of Students Affected
F.5	All Groups	23,000

• **Activity Implementation Plan**

The college will identify enhancement upgrades in selected classrooms

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.5	Fall 2015-Spring 2016	200,000	500,000 General Fund; 200,000 Instructional Categorical Funds

• **Link to Goal**

Directly related to goals for all target areas in the equity plan

• **Evaluation**

Data will be collected to assess effectiveness of targeted implementation



F.6

• **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)** Employee Training to close achievement gap

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Human Resources	Professional Development training	Staff/faculty equity support

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

ID	Target Group	# of Students Affected
F.6	All Groups	23,000

• **Activity Implementation Plan**

The college will assess outcomes for training and effect on faculty and staff awareness of challenges students face

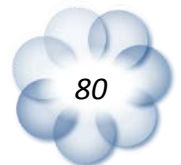
ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	Fall 2015	40,000	

• **Link to Goal**

Directly related to goals for all target areas in the equity plan

• **Evaluation**

Data will be collected to assess effectiveness of plan implementation and training



F.7

• **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)** Hire student assistants to support student activities and engagement

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Services	Hire student assistants	Direct Student Support

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

ID	Target Group	# of Students Affected
F.7	All Groups	23,000

• **Activity Implementation Plan**

The college will hire student assistants to assist in equity activities and student engagement

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	Fall 2015	20,000	

• **Link to Goal**

Directly related to goals for all target areas in the equity plan

• **Evaluation**

Data will be collected to assess effectiveness of plan implementation and oversight with these hires



F.8

- **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)** Title IX training and software implementation

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services		Professional development		Direct Student Support
	Student services		Compliance software		

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

ID	Target Group	# of Students Affected
F.8	All Groups	23,000

- **Activity Implementation Plan**

The college will implement Title IX and safety training and tracking software

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.8	Fall 2015	10,000 (training)	
	Fall 2015	33,000 (software- over 3 years)	

- **Link to Goal**

Directly related to goals for all target areas in the equity plan

- **Evaluation**

Data will be collected to assess effectiveness of training and software implementation



F.9

• **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)** Veterans Center support

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Services	Supplies and hospitality support for Veterans Center	Direct Student Support

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

ID	Target Group	# of Students Affected
F.9	Veterans	122

• **Activity Implementation Plan**

The college will provide tutoring and instructional support at the Veterans Center

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.9	Fall 2015	85,000	

• **Link to Goal**

Directly related to goals for all target areas in the equity plan

• **Evaluation**

Data will be collected to measure veteran student engagement and success

F.10



• **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)** Student Support Services College Board Forum

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services		SSSCE		Direct Student Support

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

ID	Target Group	# of Students Affected
F.10	All Groups	23,000

• **Activity Implementation Plan**

The college will participate in the College Board SSSCE surveys to evaluate student engagement needs at the college

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.10	Fall 2015	7,000	

• **Link to Goal**

Directly related to goals for all target areas in the equity plan

• **Evaluation**

Data will be collected to assess student engagement with recommendations for improving student equity

F.11

• **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)** Hire Dual Enrollment manager

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Academic Affairs	K12 initiatives	Direct Student Support

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

ID	Target Group	# of Students Affected
F.11	All Groups	23,000

• **Activity Implementation Plan**

The college will participate in the College Board SSSCE surveys to evaluate student engagement needs at the college

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.11	Spring 2016	105,000	

• **Link to Goal**

Directly related to goals for all target areas in the equity plan

• **Evaluation**

Data will be collected to assess career and college readiness with recommendations for improving student equity

F.12

• **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)** Develop Academic Success and Support Center for Athletes

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services				Direct Student Support

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

ID	Target Group	# of Students Affected
F.12	Athletes	1,800

• **Activity Implementation Plan**

The college will participate in the College Board SSSCE surveys to evaluate student engagement needs at the college

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.12	Fall 2015	135,000	

• **Link to Goal**

Directly related to goals for all target areas in the equity plan

• **Evaluation**

Data will be collected to assess student engagement with recommendations for improving student equity

F.13

• **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)** STEM Tutoring

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Success Center	Augment tutoring for STEM majors	Direct Student Support

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

ID	Target Group	# of Students Affected
F.13	STEM students	8,000

• **Activity Implementation Plan**

The college will participate in the College Board SSSCE surveys to evaluate student engagement needs at the college

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.13	Fall 2015	23,000	STEM grant – 120,000

• **Link to Goal**

Directly related to goals for all target areas in the equity plan

• **Evaluation**

Data will be collected to assess completion success with recommendations for improving student equity in this population



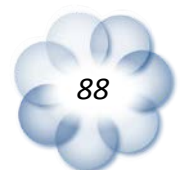
Summary Budget

The Cerritos College Student Equity Plan is designed to increase the success of disproportionately impacted student populations, as identified by campus-based research for each indicator. Through the expansion, enhancement, or creation of multiple services and programs, including those already in existence at the college, the activities in the previous sections draw upon programs and concepts that have been researched and shown to be successful in closing achievement gaps across racial, ethnic, and cultural populations.

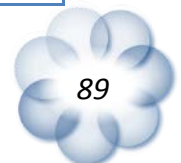
Consistent with the internal planning process utilized at Cerritos College where resources are driven by the planning process, the goals and activities identified for funding are consistent with the objectives and programs at the college.

In order to create a clear and collegial process for all equity funding, the college established a student equity budget subcommittee that recommends which projects should be funded by the Student Equity Committee. A proposal and funding template was developed to provide a comprehensive funding process which identifies how each activity will benefit specific target populations, how the activity will be assessed and how the resources will be allocated. The increased financial support provided by the college will work to increase direct support for programs directly targeted to impacted student populations, particularly African American, Pacific Islander, Students with Disabilities, Veterans, and Hispanic students, while simultaneously supplementing campus-wide programs and services that support the success of all students.

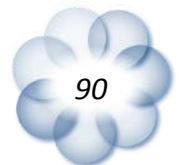
Cerritos College is allocated \$2,410,224.00 in categorical *Closing the Achievement Gap—Student Equity* funding for the 2015-2016 budget year. The budget worksheet reflects the projects and activities to be funded for the 2015-16 fiscal year. The college will continue to fund additional activities throughout the year based on the process established and pending available funding.



Request Category	Indicator(s)	Category Description	Amount
Tutoring	B. Course Completion, C. Basic Skills, D. Degree/Certificate Completion	The college has prioritized increased tutoring services for targeted populations and in specific disciplines areas.	600,000
K12 Partnerships	A. Access C. Basic Skills	The college has targeted K12 initiatives leading to student success including dual enrollment, college and career readiness, and course alignment with our district partners.	120,000
Completion	B. Course Completion, D. Degree/Certificate Completion E. Transfer	The college supports student engagement and completion awareness projects that help targeted student populations benefit from existing and added resources.	250,000
Professional Development	F. All Indicators	The college has increased opportunities and training for faculty and students that lead to enhanced awareness of equity initiatives and increases cultural competency.	130,000
Support Personnel	F. All Indicators	The college is committed to the hiring of support personnel in key service areas that provide a high contact-high touch approach to expand awareness of, and access to, services across campus.	650,000



Request Category	Indicator(s)	Category Description	Amount
Program Enhancement	B. Course Completion, C. Basic Skills D. Degree/Certificate Completion E. Transfer	The college has prioritized funding for special programs such as Puente, Umoja, and LINC, that research has shown to be successful in addressing equity issues for specific populations	200,000
Outreach	A. Access D. Degree/Certificate Completion E. Transfer	The college has many robust outreach programs across campus. Equity funds provide a unique opportunity to integrate, augment, and enhance many of these successful programs.	110,000
Infrastructure	F. All Indicators	The college has identified equipment, technology, and software needs that support and enhance interventions to assist students across the equity indicators.	350,000
Total			2,410,000

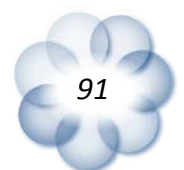


Summary Evaluation

Throughout this plan we have identified those areas with disproportionately impacted student populations; the primary focus for evaluating these populations will be through the core metrics determined by the state: access; course completion; English as a Second Language (ESL) and basic skills completion of degrees and certificates; and transfer. For this fiscal year, the college has also added an additional metric that features activities that cross over multiple indicators. Evaluation of the activities and goals in this equity plan will consist of an ongoing review of quantitative and qualitative data, methods, and measures. Student performance outcome measurements will continue to be provided, while measurements of the activity progress and accomplishments will vary from quantitative to qualitative to mixed methods based on the measured activity.

In addition to monthly meetings of the Student Equity Committee, and bi-monthly meetings of the equity finance subcommittee, the college has developed a robust process for ensuring the campus community is informed of progress towards our goals through the shared governance process. Regular updates include: quarterly reports from the Student Equity Committee to the College Coordinating Council; monthly postings of all funded projects on the college's website; weekly reports to the Faculty Senate; and an annual progress report of goals at the college's Strategic Planning Retreat scheduled for May 2016.

We are proud that our student success rates in many areas tend to be positive. We are optimistic that with the increased support for programs called for in this plan we will make headway in eliminating disproportionate impact in the coming years. The college will continue to evaluate our progress through the work of the Student Equity Committee, the college's annual strategic planning retreat, and through the data reported in our annual review document as required by the State Chancellors Office.



SUMMARY EVALUATION SCHEDULE AND PROCESS

Sources of data and analyses are expected to include the Cerritos College Office of Institutional Effectiveness—Research and Planning (IERP); Program, Division, and Area Plans; student learning outcomes (SLOs) and administrative unit outcomes (AUOs), and other applicable program review work, conducted at the program, division, area, or institutional level; MIS and other data reports available from the Chancellor’s Office (CCCCO) Data Mart. Below is the timeline for evaluation:

PERIODIC EVALUATION FUNCTION/ACTIVITY/ PRODUCTS	SCHEDULED PERIODS
Student Equity Committee Meetings <ul style="list-style-type: none">➤ Discussion/Review of activity status reports➤ Reviewing Fiscal subcommittee recommendations➤ Review of recommendations for revisions	Monthly each meeting as available as recommended/needed
Student Equity Progress Review and Planning <ul style="list-style-type: none">➤ Review of progress; refining of activities➤ Inventory of accomplishments; confirmation of goals and activities	Bi-annual September May



Attachments

Attachment A: Student Equity Proposal

Attachment B: Planning Committee Crosswalk Guide



Student Equity Funding Request Form

2015-2016 Allocation

Forms are due to the Office of Student Services c/o VPSS, Stephen Johnson. For best consideration submit by **October 30, 2015**

New Project

Continuing Project

The committee intends to respond to funding requests within 4 weeks of submission or sooner.

PROJECT TITLE:

Funding Amount Requested:

Funding Category:

Personnel

Professional Development

Instructional/Student Support Activity

Software or Technology

Other – Future Funding

If not funded fully, is there other funding that you might use for this activity? Yes No

Please Explain:

Target Population (Check All That Apply):

African American American Indian/Alaskan Asian Filipino Hispanic Hawaiian/Pacific Islander White

Women Men

Veteran Disability Foster Youth Economically Disadvantaged

Description of Project (100 words):

Funding Needed By:

Target Date for Project Completion:

Indicator(s) Addressed in This Project (Select all that apply):

Access Course Completion ESL & BS Completion (see Appendix on page 4 for details)

Degrees & Certificate Transfer

Contact Person:

Other Project Participants:

Date Submitted:



Student Equity Funding Request

Note: All projects/plans will be required to report out to the Student Equity Committee on an ongoing basis. All funding is tentative pending allocation from the State Chancellor’s Office. Projects will be funded based on availability of funds and committee prioritization. Please refer to the project scoring rubric requirement on page 3 and include a project budget, with your proposal.

1. Please explain how this project or plan is directly linked to, or supports, one or more of the Student Equity Activities and Outcomes.

2. Who is your target group and estimated number of students affected?

3. Will this project require ongoing or one time funding? Could this project align with other funded projects? (Optional budget worksheet is attached on page 5)

4. Describe the expected outcome for this project addressing all that apply:
 - a. Is it scalable?

 - b. Can it be completed in the projected time frame?

 - c. Will there be additional phases?

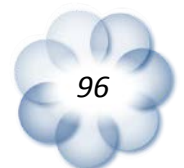
5. What data and process do you plan to use to assess the effectiveness of the project? How will you measure the outcome?



Student Equity Scoring Rubric

For the Fiscal Committee: Please circle your selection for each column and provide feedback comments on the proposal

	Approved	Re-submit	Not Approved	Comments
Outcome/Goal	Outcome is clear and supports the goals of the equity plan	Outcome is unclear and may not support the goals of the equity plan	Outcome is not achievable or does not fit in with the goals of the equity plan	
Student Group and Potential Impact	The impact on students is clearly defined and supports the equity plan goals	The impact on students is unclear	The impact is not defined and does not support the equity plan goals	
Budget	Budget is clearly defined	Budget is unclear and unsustainable for the duration of the project or long term	Budget is not defined or sustainable	
Outcome Assessment	Assessment tool or process is clearly defined and will lead to successful outcome of proposed project	Assessment tool or process is not well defined and incomplete on how it will lead to successful outcome	Assessment tool is not defined	
Overall Score (please check one column)				



Student Equity Funding Request –Equity Indicators

APPENDIX

Summary: Cerritos College recognizes the importance of student equity. The college is committed to ensuring our equity goals are integrated within our campus wide plans for all students. The college established a Student Equity Committee, modeling the participatory governance structure, which identified disproportionate impact within the target populations as validated with data collected by our Office of Institutional Effectiveness. Our Student Equity plan will remain a living document which guides us annually to provide students with specialized services that will escort them onward to their academic goals. Cerritos College aligned its target populations with those required for plan development. As a result, our plan was drafted for the following groups:

Student Success Equity Indicators and Disproportionally Impacted Students:

Access: Cerritos College will maintain a commitment to equitable access for underrepresented students from the community served through strategic and continuous planning and evaluation.

Disparities:

Course Completion: Increase the course completion rates among all students and continue to monitor and address disparities identified among targeted student equity subgroups.

Disparities:

ESL and Basic Skills Completion: Develop and implantation educational strategies that increase student success in ACE, basic skills courses in Math, English and Reading.

Disparities:

Degrees and Certificates: Increase degree and certificate completion rates in underrepresented student groups to achieve an equitable balance of degree and certificate attainment across all targeted student equity subgroups.

Disparities:

Transfer: Increase transfer to four year institutions, especially among targeted student equity subgroups.

Disparities:

Link to Cerritos Equity Plan: <http://cms.cerritos.edu/student-services/student-equity-cmte/>



Budget Worksheet

**STUDENT EQUITY INITIATIVES--REQUEST FOR FUNDING
BUDGET INFORMATION**

Instructions: Please complete, sign, and attach this sheet to your proposal. In many cases only one or two of the categories in the Anticipated Expenses section will apply to your request; you may leave the rest blank. Thank you for your interest in student equity!

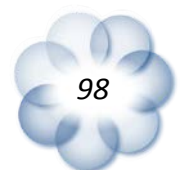
Budget Year: 2015-16

- Program, Event, or Project Title: _____
- Name of Group or Department: _____
- Name of Lead Person or Advisor: _____
- Lead Person/Advisor Contact: email: _____ extension: _____

• Anticipated Expenses:

<u>Category</u>	<u>Estimated Cost</u>
Academic Employee(s)	_____
Adjunct Faculty	_____
Classified Employee(s)	_____
Hourly Tutors/Aides/Other	_____
Speakers/Facilitators	_____
Consultants/Contractors	_____
Equipment (over \$499)	_____
Software	_____
Service Agreements	_____
Supplies (\$1-499)	_____
Conference/Travel/Mileage	_____
Meals (on campus)	_____
Outreach/Marketing	_____
Books/Periodicals	_____
other	_____
TOTAL REQUESTED:	\$ _____

Signature of Lead Person/Advisor:



Attachment B – Planning Committee Crosswalk Guide

Initiative	SSSP	Student Equity	Basic Skills	Strategic Plan
Purpose	To increase California community college student access and success through the provision of core matriculation services with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of student. Students need a plan.	To close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans. Research based focus on identifying gaps in student success especially for targeted student groups through the provision of specialized support/services.	Faculty and staff development to improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a Second Language (ESL) programs.	Provide strategic vision, goals, and activities which connect the Educational Master Plan and the Program Plans developed by each program at the college.
Focus	<p>Core Services:</p> <ul style="list-style-type: none"> • Orientation • Assessment • Counseling, Advising, and Other Education Planning Services • Follow-Up for At-Risk Students 	<p>Closing achievement gaps in 5 success indicators/goals:</p> <ul style="list-style-type: none"> • Access • Course Completion • ESL and Basic Skills Completion • Degree and Certificate Completion • Transfer 	<p>Funds shall be expended for:</p> <ul style="list-style-type: none"> • Program and curriculum planning and development • Student assessment • Advisement and counseling services • Supplemental instruction and tutoring • Articulation • Instructional materials and equipment • Any other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs. 	<p>7 Circles:</p> <ul style="list-style-type: none"> Student Engagement Teaching Practices Academic Infrastructure Instructional Programs Support Services resource Management Campus Leadership
Students to be Served	<ul style="list-style-type: none"> • New matriculating students 	Campus based research as to the extent of student equity by gender and for each of the following categories of students:	To improve outcomes of students who enter college needing at least one course in ESL or basic skills, with particular emphasis on	To Improve all student engagement at the College and to address success in all 7 circles for all student

Attachment B – Planning Committee Crosswalk Guide

	<ul style="list-style-type: none"> • All students needing an education plan • Undecided students • Probation students • Basic skills students • At-Risk students 	<ul style="list-style-type: none"> • Current or former foster youth • Student with disabilities • Low-income students • Veterans • Students in the following ethnic racial categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, more than one race 	students transitioning from high school.	
Mandates	SB 1456 & Student Success Task Force and Title 5 (revised and new)	SB 860 (Budget Act), Title 5 (New and revised)	AB 194 (original); SB 852 (revised)	College Strategic Goals
Plan Content and Coordination	<p>Description of core services, related research and technology, match, policies, professional development, prerequisites and budget.</p> <p>Required coordination with Student Equity plan.</p> <p>Non Credit: separate plan and allocation</p>	<p>Disproportionate Impact (DI) Study:</p> <p>Goals, Activities & Budget based on DI.</p> <p>Required coordination with categorical or campus programs: EOPS/Care, DSPS, CalWORKs, MESA, Middle College High School, Puente Project, SSSP, BSI, foster youth and veterans' programs, BFAP and BSI</p> <p>Non Credit: no specific authorization</p>	<p>CCCCO Basic Skills Cohort Tracker Tool</p> <p>Required coordination with Student Equity and SSSP plans.</p>	<p>Coordination between academic, student support, human resources, and budget allocation at the College</p> <p>Program, division, area and college goals, activities, and resource allocation are integrated for student success</p>
Plan Approval	Who signs off on the plan:	Who signs off on plan:	Who signs off on plan:	The Board approves the college goals; the president and executive council approves the operational elements;

Attachment B – Planning Committee Crosswalk Guide

	<ul style="list-style-type: none"> No local board approval required, but presented to CCCD Board as a courtesy SSSP Coordinator Chief Student Services Officer Chief Instructional Officer Academic Senate President College President District Chancellor <p>Who signs off on SSSP budget:</p> <ul style="list-style-type: none"> SSSP Coordinator SSSP Supervising Administrator or CSSO District Business Manager College President District Chancellor 	<ul style="list-style-type: none"> Local Board approval required Student Equity Coordinator Chief Student Services Officer Chief Instructional Officer Academic Senate President College President 	<ul style="list-style-type: none"> Chief Executive Officer (President) Academic Senate President Chief Business Officer 	<p>the faculty and managers all contribute to the plan and strategies elading to student success</p>
Plan Deadlines	2015: October 31, 2015	2015: December 18, 2015	2015: July 31, 2015 (15/16 Expenditure Plan Report)	2015 – September 4, Board approval of strategic plan 2016 – May planning retreat College development of plan
			TBD – additional funding	
	2015: TBD but probably around November 1, 2015	2015: TBD		

Attachment B – Planning Committee Crosswalk Guide

<p>Allocations Formula</p>	<p><u>Year 1 (2014-15) Formula:</u></p> <p>Preexisting criteria: 2.4 X new credit students plus 1.0 X continuing students</p> <p><u>Year 2 (2015-16) Formula:</u></p> <p>60% Students Served at the College:</p> <ul style="list-style-type: none"> • Initial Orientation-10% • Initial Assessment-10% • Abbreviated SEP-10% • Counseling/ Advising-15% • Comprehensive SEP-35% • Progress probation Services -15% • Other Services-5% <p>40% College's Potential Population of Students to Receive Services:</p> <p>Unduplicated Credit Student Head count (academic year= summer, fall, winter, spring) plus Base Funding Floor \$35K or 10% (whichever is greater)</p>	<p>New Formula:</p> <ul style="list-style-type: none"> • 40% Annual FTES • 25% High Need Students (based on number eligible for Pell Grant) • 10% Educational Attainment of Residential Zip Code • 5% Participation Rate • 18% Poverty Rate • 2% Unemployment Rate 	<ul style="list-style-type: none"> • 100% FTES from basic skills courses • Minimum amount a college will receive is \$90,000 annually 	<p>Resources based on available general funds</p>
<p>MIS Reporting</p>	<p>New data elements</p> <ul style="list-style-type: none"> • SS01-Student Educational Goal • SS02-Student course of Study • SS03-Student Initial Orientation (exempt status) 	<p>N/A</p>	<p>N/A</p>	<p>As needed</p>

Attachment B – Planning Committee Crosswalk Guide

	<ul style="list-style-type: none"> • SS04-Student Initial Assessment (exempt status) • SS05-Student Initial Educational Plan (exempt status) • SS06 -Initial Orientation Services • SS07 -Initial Assessment Services • SS08 Counseling and Advising • SS09-Educational Plan • SS10 -Academic Progress/Probation Service • SS11 Student-Other Services 			
<p>Allowable Expenditures</p>	<ul style="list-style-type: none"> • SSSP Director/Coordinator and staff • Office supplies and postage • Publications and outreach materials • In-state travel and training • Computer hardware and software and equipment • Food and beverages • Counseling, advising and other student educational planning services • Follow-up services • Orientation services 	<ul style="list-style-type: none"> • Outreach • Student Services and Student Services categorical programs • Research and evaluation • Hiring student equity program coordinator • Support student equity planning process • Professional development • Adapting academic or career-related programs or courses • Instructional support services • In-state travel 	<ul style="list-style-type: none"> • Program and curriculum planning and development • Student assessment • Advisement and counseling services • Supplemental instruction and tutoring • Articulation • Instructional materials and equipment • Any other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs. 	<p>N/A</p>

Attachment B – Planning Committee Crosswalk Guide

	<ul style="list-style-type: none"> Assessment for placement Research, admissions and transfer functions directly related to fundable SSSP services 	<ul style="list-style-type: none"> Other direct student support 		
Unallowable Expenditures	<ul style="list-style-type: none"> Construction Gifts Stipends for students Office furniture Other staff salaries and benefits Political or professional dues, memberships or contributions Rental of off-campus space Legal and audit expenses Indirect costs Unrelated travel costs Vehicles Clothing Courses Admissions and Records Office (not related to SSSP services) Supplanting 	<ul style="list-style-type: none"> Construction Gifts Stipends for students Computer, office supplies and furniture Other administrative, faculty, or staff salaries or benefits Political or professional dues, memberships or contributions Rental of off-campus space Legal and audit expenses Indirect costs Unrelated travel costs Vehicles Clothing Courses (faculty salaries) Unrelated research Supplanting 	<ul style="list-style-type: none"> Supplanting current district expenditures for matriculation and assessment services, basic skills, ESL instruction, and related student programs 	N/A
Match	<p>Credit: Starting 14-15 revised to 2:1.</p> <p>13-14 funds remain at 3:1 (prior backfill to matriculation can be counted as match)</p> <p>Noncredit: still at 1:1</p>	N/A	N/A	N/A