Barstow Community College

Student Equity Plan

December 11, 2015

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Barstow Community College
Student Equity Plan Signature Page

District: Barstow Community College District   **Board of Trustees Approval Date:**   12/16/2015

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 with the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).
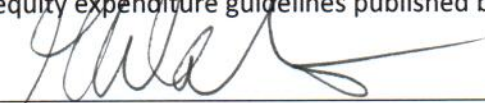
Dr. Deborah DiThomas   Email: ddithomas@barstow.edu
President/Superintendent

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

George Walters   Email: gwalters@barstow.edu
Vice President Administrative Services

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

Khushnur Dadabhoy   Email: kdadabhoy@barstow.edu
Vice President Student Services

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

Stephen Eaton   Email: seaton@barstow.edu
Vice President Academic Affairs

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

Scott Bulkley   Email: sbulkley@barstow.edu
President, Academic Senate

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

Barbara Rose   Email: brose@barstow.edu
President, California School Employees Association
(CSEA)

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

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Wayne Brown Jr.
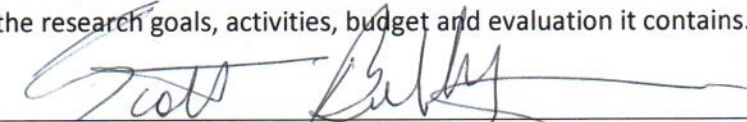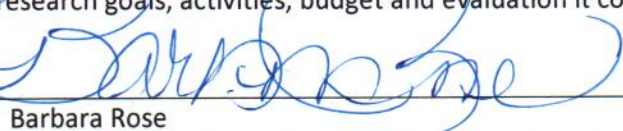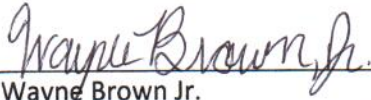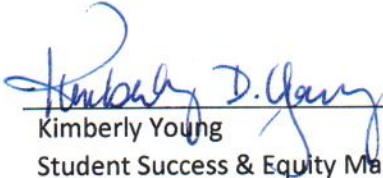President, Associated Student Government

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Student Success & Equity Manager

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Executive Summary

The Student Equity Plan for Barstow Community College utilizes college based research to discover the factors impacting the two critical issues facing institutions that seek to improve outcomes for all students: educational opportunity and disproportionate impact. The Student Success and Equity Committee (SSEC) focused on each of the five identified success indicators looking at the impact that both lack of opportunity and disproportionate impact on educational outcomes. The five indicators are identified as: Access, Course Completion, ESL/Basic Skills Completion, Degrees and Certificates, and Transfer.

Educational Opportunity

The lack of educational opportunity is a significant burden for students in the Mojave region.   While the disproportionate impact on target groups for the success indicators is an important area of focus, the College also wants to place added focus in the lack of opportunity in the first place that impedes student success. Students in the high desert region come to college ill-equipped to success in postsecondary education due to poverty and lack of educational experiences upon which to build higher learning. Barstow Community College's remote location in the Mojave Desert impedes community access to educational opportunity. Barstow Community College is an important educational resource for Barstow and the surrounding area.

Disproportionate Impact

Disproportionate impact on target groups on the major indicators was the predominant focus area of the College. To determine the presence and degree of disproportionate impact for the target groups in each of the success indicators, the College utilized the Equity Index and the Percentage Point Gap method to examine disparate outcomes. Where relevant, the college triangulated the issue of disproportionate impact using all methods to get a deeper look into what is happening to the students beyond the numbers. The College's small size limited some of the analysis as the numbers of students within some of the target groups was too small to draw meaningful conclusions.

Gap Analysis

To address the gaps experienced by students, the College utilized the gap analysis model proposed by Clarke and Estes (2008). The model divides gaps into knowledge gaps, motivational gaps and structural/organizational gaps. The identification of the gap called upon in the equity plan model is just the first step. The second step is to discover (and hypothesize) the etiology of the gap. Then resources will be utilized to close the identified gaps based on the reasons the gap exists. Misaligned resources to the etiology of the gap will likely yield limited improvement in outcomes for targeted student groups.

Contact Person

For any questions regarding the content of the report please contact:

Kim Young, Student Success and Equity Manager

Email: kyoung@barstow.edu

Overview of Success Indicators

Each of the success indicators is addressed separately to identify the student groups identified for intervention, the activities and goals to improve outcomes for the success indicator, the action steps that will be part of the activities, and the resources to be allocated to help close the outcome gap.

Success Indicator: Access

Student Groups

The target groups at the college for the success indicator of Access at the College

- Economically Disadvantaged
- Current/Former Foster Youth
- Males
- Hispanic

Activities and Goals

The two activities under the goal to increase student Access include:

- Explore partnerships internally and externally that improve campus connections with Hispanic, Economically Disadvantaged, and Current/Former Foster Youth and males
- Review SSSP Core Services Processes for Equity Barriers

Actions to Achieve these Goals

Two key actions are planned by the College to help close the Access gap:

- Increase opportunity and awareness of college programs and services and the SSSP process for identified target groups.
- Hire college and peer counselors to provide one-on-one and small group services to increase greater awareness of the programs and services offered.

Funding (Note: Some items support more than one area, but were only listed once)
Salaries/Benefits to support activities:
Full-time Counselor (paid 30% Equity funds): $ 35,795

Success Indicator: Course Completion

Student Groups

The target groups at the college for the success indicator of Course Completion at the College:

- Black or African American
- Former or Current Foster Youth
- Native Hawaiian/Pacific

The three activities under the goal to increase student Course Completion include:

- Develop focused dialogue with faculty and staff about interventions, including expanding campus use and knowledge of the early alert system.
- Augment support for online/DE by hiring a dean and increase counselor support dedicated to focusing on and improving outcomes for distance education students.
- Establish targeted interventions for disproportionate groups.

Actions to Achieve these Goals

The three key actions planned by the College to help close the Course Completion gap:

- Re-implement early alert and provide training for faculty and counselors to improve the system's effectiveness.
- Work with HR to develop and hire a dean and additional counselor support to focus on this area. Hire college and peer counselors to provide one-on-one and small group to increase greater awareness of the programs and services.
- Upon reviewing information from data and research the SSEC will establish interventions that will lead to improved success for the target groups.

Funding (Note: Some items support more than one area, but were only listed once)
Dean of Distance Education (paid 50% Equity funds): $ 57,400
Part-time Counselor (paid 100% Equity funds): $ 64,140

Success Indicator: ESL and Basic Skills Completion

Student Groups

The target groups at the college for the success indicator of ESL and Basic Skills Completion at the College:

- American Indian
- Females

Activities and Goals

The three activities under the goal to increase student ESL and Basic Skills Completion include:

- Partner with Basic Skills and Distance Education Committees to create interventions for underprepared target groups, especially distance education students.
- Identify delivery methods and processes impeding satisfactory completion for target populations.
- Support sustainable long term progress for DE target students.

Actions to Achieve these Goals

The key actions are planned by the College to help close the ESL and Basic Skills Completion gap:

- Organize joint meetings between the Basic Skills, Distance Education and Student Success and Equity Committees to establish best practices and potential interventions for the target groups in Basic Skills and ESL.
- Conduct additional research, supported by hiring a Research/Data Analyst.
- Improve outcomes for Basic Skills students, especially those taking distance education/online courses by hiring a Dean of Distance Education to work to improve outcomes for the identified groups in ESL and Basic Skills.

Funding (Note: Some items support more than one area, but were only listed once)
Research/Data Analyst (paid 30% Equity): $30,065

Success Indicator: Degree and Certificate Completion

Student Groups

The target groups at the college for the success indicator of Degree and Certificate Completion at the College are:

- American Indian
- Females

Activities and Goals

The three activities under the goal to increase student degree and certificate completion include:

- Investigate and identify momentum points to degree and certificate completion and implement interventions which will tip students improved completion.
- Research barriers to degree completion including coordination and sequencing of courses, and delivery mode.
- Combine with SSSP efforts to build education plans that take into account the manner and modes of delivery that are most appropriate for the target group populations.

Actions to Achieve these Goals

The key actions planned by the College to help close the Degree and Completion gap:

- Develop a research and IT/data agenda that identifies areas of inquiry required to inform this area.
- Build research and data capacity by hiring positions.
- After inquiry and evaluation, interventions will be developed to assist target groups in improving success and completion.
- Work with the Enrollment Management Committee to review course scheduling and delivery methods.
- Work with the Distance Education Committee to review and make recommendations for improving outcomes for online students.
- In conjunction with counseling, work to increase knowledge and sensitivity toward the needs of the target populations and implement techniques for advising and educational planning that are specific to target populations. This may include professional development.

Funding (Note: Some items support more than one area, but were only listed once)
Professional Development: $2,500

Success Indicator: Transfer

Groups

The target groups at the college for the success indicator of transfer at the College:

- Economically Disadvantaged
- Disabilities
- American Indian

Activities and Goals

The activity under the goal to increase student transfer is:

- At the time of enrollment build and create value in transfer/bachelorette education, while further reinforcing the importance at key momentum points along the transfer pathway.

Actions to Achieve these Goals

The key actions planned by the College to help close the student transfer gap are:

- In concert with the Transfer and Career Center and the SSEC, develop an action plan that establishes:
  - New and improved communication and intervention for target populations that conveys the importance of bachelorette attainment and opportunities for transfer.
  - Review transfer processes and identify any barriers to transfer for target groups.

Funding (Note: Some items support more than one area, but were only listed once)
Funding to support this area is primarily staffing, general support and coordination. Items related to general staffing and support, and coordination are outlined at the end of the Executive Summary.

Other College-or District-wide Initiatives Affecting Several Indicators

Barstow Community College services a diverse and unique community. The Student Success and Equity Committee (SSEC) recognized through the planning process of the 2014-15 Equity Plan that there were three areas of focus:

- Foster Youth
- Economic Disadvantage
- Distance Education

These three areas of focus are identified in more than one of the Success Indicators as outlined in this year's plan. In order to continue and sustain efforts in these areas, additional goals and activities were assigned to further support the efforts to develop institutional equity and student success.

Foster Youth

In this area, the focus is to continue to research and support Foster Youth initiatives started as part of the 2014-15 Equity Plan. The activities for this include:

- Working with local community groups and agencies servicing foster youth
- Supporting success with programs and services through EOPS and local Aid For School (AFS) programs that offer holistic and intrusive advising and support
- Review and support services to ensure successful navigation and completion of college processes

Economically Disadvantaged

In 2014-15, the Student Success and Equity Committee (SSEC) invested a lot of time, and resources in developing this area. As a result, continued support of the existing program and structure is important to establishing sustainable support for Economically Disadvantaged students. Thus importance was placed on continued research, intervention and sustaining the locally developed Aid For School (AFS) program. Activities in this area include:

- Improving and developing data collection
  - Continued research of issues facing Economically Disadvantaged students, including:
  - Support systems
  - Processes
  - Course delivery methods
- Continue to support Economically Disadvantaged students through the AFS program

Distance Education

As previously mentioned, the goals of this area were identified as areas of inquiry in the last Equity Plan cycle. In this cycle, Distance Education again was disaggregated and identified as a significant contributing factor to lower course completion rates. Barstow Community College has a significant online course commitment, as 50% of the courses scheduled are online. With the success in these course demonstrating lower success rates, the College has determined that a significant sustainable commitment to improving student success outcomes in this area is warranted, especially for disproportionally impacted populations. Activities in this area include:

- Hiring a Dean of Distance Education
- Augmenting current counseling staff with an additional focus on Distance Education students
- Collaboration between the SSEC and the Distance Education Committee to identify and develop areas of improvement in online education

Funding Summary for All Areas

The majority of the 2015-16 budget is spent on salaries and direct to student support. Some funding was also allocated to supplies and materials, and professional development.

Salaries support some direct program and student contact, and others are specifically coordination. Many direct links have already provided. In this area we will focus on coordination.

Coordination is important. Through coordination, the campus works to imbed and sustain programs by working together to support student learning and success. This includes:

- Budgeting, purchasing and being fiscally responsible
- Planning, executing and following up on goals and activities
- Initiating and coordinating campus-wide dialog
- Support staff that interface and direct students to the appropriate services

Direct student support for our purposes was identified as salaries related to counseling and direct student aid for services directly provided to students. Examples of direct services include:

- Textbooks
- Meal Vouchers
- Transportation

A summary breakdown is as follows:

Salaries & Benefits: $294,506
Supplies & Materials: $ 1,000
Professional Development: $ 2,500
Direct Student Support: $ 85,000
                                $383,006

Planning Committee and Collaboration

Planning at Barstow Community College

Barstow Community College has established a Student Success and Equity Committee (SSEC) to centralize the institution's focus on student achievement and equitable outcomes for all. Importantly, the SSEC is part of the institution's governance structure. Membership of the committee comes from all constituent groups (faculty, administration, classified and students). The purpose of the SSEC is to ensure student access and success in an environment that fosters equity and diversity. Detailed information about the committee charge and responsibilities can be found on the Barstow Community College website at [Student Success & Equity Committee](#).

Specifically, the SSEC is responsible for creation and moderating of both the Student Success Plan and the Student Equity Plan, representing the College's commitment to provide a hospitable and student-centered environment; increase student access and success by providing necessary support services; foster awareness and respect for ethnic and cultural diversity.

Review of the 2014-2015 Plan; Approval for the 2015-2016 Plan

During the 2014-2015 academic year, the committee met regularly to consider the Equity Plan to build activities that make improvements to student success for target groups and allocate and repurpose resources (including facilities, human, technology and financial) to meet identified student needs. The committee also established workgroups over the summer that continued to meet and discuss some of the projects put forth in 2014-15 and to review activities for the 2015-16 plan.

Significant initiatives for 2014-15 included:
- **Foster Youth**: Initiating partnerships with local foster youth groups that helped the college focus the development of new programs for the foster youth campus population. This also developed community awareness of what programs are available at BCC for foster youth.
- **Economically Disadvantaged:** Development of the Aid for School program (AFS) that helps economically disadvantaged students with services such as textbooks, meal vouchers, and transportation. The program picks up students unable to qualify for the EOPS program initially, but all participants in AFS must apply for EOPS at the end of term and move to that program if eligible. The program helps to fill a gap for economically disadvantaged students, but is not intended to replace or compete with the EOPS program.
- **Distance Education:** The Distance Education committee has been working on a number of initiatives that improve outcomes of students that   take part in distance education (DE) and in particular online courses. Outcomes of students in distance education is   much lower on our campus, compared to students who attend traditional courses. Unique to BCC is that 50% of all courses offered by the institution are offered in an online format.
- **Access:** The SSEC established in 2014-15 two areas of concern in Access:
  - Concern that we are not adequately capturing the Hispanic population.
    - For the Hispanic population, the campus held a focus group to inform gaps and opportunities with this group. The focus group was conducted in spring of 2015.
  - Access to services for our demographic that is often ethnically, economically, and socially disadvantaged is hindered by a lack of directional signage on campus.
    - The campus hired a consultant to evaluate signage and develop a proposal for improving campus signage that better informs students.
- **Awareness:** Equity awareness was also part of the 2014-15 agenda. A consultant was hired to work with faculty during in-service to help develop their awareness of equity issues. The campus also sent faculty and staff to equity trainings in order to build a broader base of campus awareness and discussion.

In the summer of 2015, the Committee began an evaluation of the adjustments made during the 2014-2015 academic year and began work on the completion of the 2015-2016 Equity Plan in August of 2015.
Insert paragraph on 15/16 accomplishments

The Equity plan was presented to the entire SSEC for review and comment twice and subsequently to the College's academic senate for approval. In December 2015, the plan was presented to the College as a whole for comment and to BCC's Presidents Shared Governance Council for approval and recommendation to the Superintendent/President for submission to the governing board for consideration and action. The board of trustees approved the plan at its regularly scheduled board meeting on December 16, 2015.

Data Integrity

Barstow Community College recognized as it went through many of its planning processes that the availability of data, and the reliability of some of the data available is a concern. In the spring of 2015, BCC pursued one of the Institutional Effectiveness Partnership Initiative (IEPI) grants in order to address data integrity and enrollment management.

BCC was awarded the IEPI grant in October of 2015 and is working to improve the data integrity of the institution that will inform our institutional processes and planning going forward. A major goal under the grant is to democratize data to increase the band width, use and access to success data.

Equity Plan Alignment with Other Institutional Plans and Processes

A principal goal for SSEC is to disseminate findings and data about success and learning from both the SSSP Plan and the Equity Plan to instructional and non-instructional program review participants to help inform the creation program plans that improve decision-making and prioritize resource allocations. In addition, the committee will work with the college's SLO committee and student services division to dialogue about student learning along the SSSP pathway and in key success areas such as course completion, degree and certificate completion and transfer.

In 2016-2017, the College will be creating a new Educational Master Plan (EMP) to guide the college as it meets its mission over the next five year period. The SSEC will provide relevant information about key success indicators to the college leaders to help create meaningful strategic goals and priorities.

Student Success & Equity Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Kim Young	Student Success & Equity Manager	Committee Chair
Khushnur Dadabhoy	Vice President of Student Services	Committee Co-Chair
Stephen Eaton	Vice President of Academic Affairs	Committee Co-Chair
Rodolfo Duque	Faculty	Academic Senate
Obed Ardon	Student	ASG Student
Ibrahim Aboud	Faculty	Basic Skills
Carole Blake	Faculty	BCFA
Sandi Thomas	Dean of Instruction/Workforce and Economic Development	CTE
John Macomber	Library Technician II	CSEA
Nancy Olson	Webmaster	Distance Education
Heather Minehart	Director of Enrollment Services	Enrollment Services
Jerry Peters	Director of Military Programs & Services	Fort Irwin
Paulette Pereira	Human Resources Assistant	Human Resources
Michael Mayoros	Network Specialist	Information Technology
Penny Shreve	Dean of Instruction	Instruction
Kyri Freeman	Librarian	Program Review Committee
Lisa Holmes	Director of Research, Development and Planning	Research, Planning & Development
Megan Freeland	Director of Special Programs & Services	Special Programs & Services
Samera Kabir	Transfer & Career Center Specialist	Transfer & Career
Joann Garcia	Director of Student Life & Development	Student Life/Outreach
Thomas Armstrong	Associate Dean of Student Services & Athletics	Student Services/Athletics
Apineru Lealofi	Counselor	Advisory
Jose Hernandez	Admissions Office Coordinator	Advisory
Emily de Bruhl	Counselor	Student Success & Equity
Robbie Evans	Student Success Advisor	Student Success & Equity
Aleah Jameson Goodvich	Student Success Advisor	Student Success & Equity

Note: The Student Success & Equity Committee worked with a community member in the spring of 2015. The person did not ever attend the meeting, despite multiple contacts stating that they were going to. After some discussion, the campus may approach this as an advisory group, similar to EOPS to meet the community requirement. This will assist the college in building some of the community buy-in from multiple agencies and community entities necessary for a successful program.

Overview

Barstow Community College examined the Access Success Indicator to compare the target group enrollment at the institution with the representation in the groups in the adult population for the college's service area.[1]

For the adult population data, the College relied on five principal sources of information: 1) the United States Census Data (2010) for the principal service area zip code in the College's service area, 2) California Department of Finance on income and poverty in the service area (2014), 3) San Bernardino County Data on Poverty and Foster Youth incidence and prevalence, 4) United States Department of Education data on disabilities, and 5) research funded through philanthropic organizations (e.g. Stuart Foundation).

Service area analysis paralleled the standardized CCCCO methodology to define each district's service area and its corresponding demographic composition in order to calculate a district level participation rate. Barstow College chose district participation rates for each of the categories using professional judgment to define access.

Current data bandwidth at the College does not permit meaningful use of demographics from feeder high schools, socioeconomic factors beyond income. Future research goals of the college include building shared data sources with feeder high schools through Cal-Pass and other shared databases.

Service areas are generally a part of local education master planning processes and using the same definition of service area for the college education master plan and the student equity plan would lend consistency in defining access. Other options for defining access can include comparing the (a) ethnicity of students in feeder high schools in the service area to the ethnicity of incoming college students, (b) ethnicity of currently enrolled students broken down by community service areas to the ethnicity of those community service areas to reveal under-served populations, (c) ethnic breakdown of students who apply for and/or receive financial aid.

The College examined two critical areas of equity: educational opportunity and disproportionate impact. Disproportionate impact information is displayed using a variety of methods, e.g., the equity index. Lack of opportunity is established through proportionality analysis.

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1 See, Attachment "A", Campus Based Research, page 1.

Target Group Analysis

The following target groups had one-to-one correspondence and thus direct comparisons could be made:

1. Ethnicity
2. Gender

Barstow Community College demographic data reveals a broad distribution of age groups, capturing a wider population of traditional and nontraditional students. Thus, comparison to the broad representation in the community was appropriate for the institution:

Acad. Year	2010 U.S. Census		2010-2011			2011-2012			2012-2013		
Ethnicity	Population	%	Students	%	Index	Students	%	Index	Students	%	Index
Afr American	3132	13.80%	708	13.48%	0.98	887	17.67%	1.28	794	15.41%	1.12
Am Ind/Alask	260	1.10%	43	0.82%	0.75	46	0.92%	0.84	41	0.80%	0.73
Asian	284	1.25%	44	0.84%	0.67	105	2.09%	1.67	113	2.19%	1.75
Filipino	375	1.66%	39	0.74%	0.45	60	1.20%	0.72	77	1.49%	0.90
Latino	9700	42.80%	1,359	25.87%	0.60	1,630	32.47%	0.76	1,850	35.91%	0.84
Multi-Ethn	869	3.80%	116	2.21%	***	197	3.92%	***	207	4.02%	***
Pacific Isl	249	1.10%	34	0.65%	0.59	60	1.20%	1.09	47	0.91%	0.83
Unknown	24	0.10%	863	16.43%	***	260	5.18%	***	181	3.51%	***
White	7746	34.20%	2,047	38.97%	1.14	1,775	35.36%	1.03	1,842	35.75%	1.05
Female	11,342	50.10%	2,903	55.26%	1.10	2,780	55.38%	1.11	2,986	57.96%	1.16
Male	11,297	49.90%	2,303	43.84%	0.88	2,167	43.17%	0.87	2,129	41.32%	0.83
Disabled	3,729	16.47%	181	3.45%	0.21	180	3.59%	0.22	180	3.49%	0.21
Not Disabled	18,910	83.53%	5,072	96.55%	1.16	4,840	96.41%	1.15	4,972	96.51%	1.16
19 and Under	7,471	33.00%	1,550	29.51%	0.89	1,150	22.91%	0.69	1,168	22.67%	0.69
20 to 24	1,744	7.70%	1,274	24.25%	3.15	1,336	26.61%	3.46	1,377	26.73%	3.47
25 to 29	1,740	7.70%	805	15.32%	1.99	823	16.39%	2.13	836	16.23%	2.11
30 to 34	1,414	6.20%	532	10.13%	1.63	537	10.70%	1.73	599	11.63%	1.88
35 to 39	1,281	5.70%	369	7.02%	1.23	391	7.79%	1.37	400	7.76%	1.36
40 to 49	2,834	12.50%	453	8.62%	0.69	507	10.10%	0.81	504	9.78%	0.78
50 and Over	6,135	27.10%	264	5.03%	0.19	270	5.38%	0.20	268	5.20%	0.19
Total	22,639	100.00%	5,253	100.00%	1.00	5,020	100.00%	1.00	5,152	100.00%	1.00

The following target groups did not have a one-to-one correspondence because of the differing operationalization of the terms used at the college and in the public at large:

3. Economically Disadvantaged
4. Disabilities
5. Current and Former Foster Youth
6. Veteran's Status

Economically Disadvantaged

Specifically, the CCCCO uses a proxy for economically disadvantaged based on 1) financial aid qualification and access and 2) Board of Governor's Waiver status. The United States Census Bureau and California Department of Finance use terms such as poverty and low income. For the first analysis of the comparison, Barstow equated economically disadvantaged with poverty.

Disabilities

The measurement of disability for the CCCCO aligns with the definition of disabilities as identified in the Americans with Disabilities Act (ADA), focusing on access to the curriculum and the equaling of the playing field for students with disabilities. ADA coverage relies heavily on student self-identification and likely under-identify the true number of students with disabilities.

However, students matriculating to the community college from high school are familiar with the definition of handicapping conditions found in the Individuals with Disabilities in Education Act (IDEA). Disabilities under this scheme provide for altering of the curriculum to meet student individual needs and specifically focusing on learning disabilities. Disabilities under the ADA include individuals with temporary disabilities that impact ambulation and movement not typically found under IDEA. Barstow Community College examined both the incidence and prevalence of disabilities under the ADA, and paid particular attention to the IDEA categories and counts provided by the United States Department of Education.

Current and Former Foster Youth

Under the CCCCO ideology, the identification of current or former foster youth requires self-identification by students. Students may be disinclined to report their status as former Foster youth due to experiences during the formative years. This phenomenon could lead to an under-identification of current and former Foster youth at the college. Numbers from the public resources categorized Foster youth in a variety of placements including wards of the state and private Foster placements. Barstow Community College elected to use the broader definition of current and former Foster youth to provide more equitable access to this target group.

Veterans Status

The Veteran's category under the CCCCO scheme focuses on current and former veterans who use their GI benefits to advance their professional careers both as current service personnel and those who have completed their military service. The public definition of Veterans focuses on former and current service personnel whether or not they are accessing benefits for former veterans. The concern of the Student Success and Equity committee members centered difference between veteran's accessing federal benefits and those who do not. Barstow Community College used the broader definition of Veteran under the Department of Veterans Affairs. Incidence and prevalence of veteran status in the public depends on access to services.

Equal Opportunity (Access to Resources)

For the Access student success indicator, particular focus was placed on the notion of equal opportunity in knowledge, entry and satisfaction with the college services offered. Traditional disproportionate impact on the outcomes more tailored to the other success measures was also considered and applied. The Student Success and Equity Committee hypothesized that the gaps in the capture rates for the target populations center on the notion that a knowledge gap

may exist within the community that impedes or inhibits access to the educational opportunities available through Barstow Community College. Thus, more attention was placed on how students know of the college and feel efficacious in using college programs or in course taking patterns of the student groups, the delivery methods of the courses, and the courses enrolled in the general education pathway. These factors are covered in the other success indicators. Access as a unique success category dependent upon the knowledge of instructional and student services programs at the college, the motivation (value, persistence and confidence) to attend colleges, and the structural barriers that might exist that prevent students from applying for and ultimately enrolling at the college.

Disproportionate Impact/Disparity Identification

To determine the presence and degree of disproportionate impact for the target groups in the Access Success Indicator, the College utilized the Equity Index and the Percentage Point Gap methods to examine disparate outcomes.

The Equity Index method identified American Indian (.73), Hispanic students (.84), Pacific Islander (.83) as groups experiencing disproportionate impact.

The Percentage Point Gap method identified four target groups experiencing disproportionate impact: Economically Disadvantaged (-14.8%), Current and Former Foster Youth (-9.3%), Males (-8.6%) and Hispanic students (-6.9%).

All groups were included in the analysis for creation of activities to meet the goal of improving student access and use of the facilities.

Campus Research and Analysis

The College developed a four step analysis for the examination of the data findings to establish the goals and activities of the Equity Plan: 1) Shared Understanding of data meaning: 2) the Development of Informed and Measurable Goals; 3) Improved data collection (where appropriate); and 4) the Integration of Student Equity Data (where applicable) into other College planning and program review.[2]

Shared Understanding of Data Meaning

Broad discussions were conducted in a variety of settings at the college, not only in the Student Success and Equity Committee, but also with the Academic Senate, student services committees and department meetings.

Develop Informed and Measurable Goals

The goal for this Success Indicator is to improve access for the target populations identified in the college research as experiencing a disproportionate impact. The activities designed to help attain the goal are borne out of the discussions and dialogue about the issues of equal opportunity and disproportionate impact revealed by the data analysis.

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2 Although title 5 refers to "retention" the term "course completion" is deemed to embody that term in the guidelines.

Campus-Based Research: Access

A. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Target Population(s)	# of your college's total enrollment in Fall 2012 – Spring 2013	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
American Indian / Alaska Native	41	0.80%	1.1%	-.3%
Asian	113	2.19%	1.25%	.94%
Black or African American	794	15.41%	13.80%	1.61%
Hispanic or Latino	1,850	35.91%	42.80%	-6.89%
Native Hawaiian or other Pacific Islander	124	2.4%	2.76%	-0.36%
White	1,842	35.75%	34.20%	1.55%
Some other race	181	3.51%	0.10%	3.41%
More than one race	207	4.02%	3.80%	.22%
Total of 8 cells above	**3310**	**100%**	**100%**	
Males	2,129	41.32%	49.9%	-8.58%
Females	2,986	57.96%	50.1%	7.86%
Unknown	37	.72%	0%	0.72%
Total of 3 cells above	**5152**	**100%**	**100%**	
Current or former foster youth	90	1.7%	11%	-9.30%
Individuals with disabilities	448	8.8%	6.8%	2.00%
Low-income students	582	11.4%	26.2%	-14.8%
Veterans	520	10.2%	7.4%	2.80%

***Calculated by subtracting the % of the adult population within the community served from the % of your college's total enrollment – paying close attention to the +/- designation.** Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the adult population, a negative value will result.

****'-6' is calculated by subtracting 64 (% of your college's total enrollment) from 59 (% of the adult population within the community served). The '-' is added to signify that the exampleup has lower representation at the college vs. the community served. A '+' would indicate that a given group has greater representation at the college vs. the community served.**

Success Gaps for Access

The disproportionate impact analysis for all access compared to the population of the service area for target groups for further study: 1) Economically Disadvantaged, 2) Current and Former Foster Youth, 3) Males, and 4) Hispanic.

Equity Gap	Student Group	Gap in comparison to the Population, 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 Students "Lost"
Largest Gap	**Economic Disadvantage**	-14.8%	-.148	x	582	=	86
Second Largest	**Former or Current Foster Youth**	-9.3%	.093	x	90	=	8
Third Largest	**Males**	-8.6%	.086	x	2129	=	183
Fourth Largest	**Hispanic**	-6.9%	.069	x	1850	=	128

Goals, Activities, Funding and Evaluation: Access

Goal A

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

Target Population(s)	Current gap, year	Goal*	Goal Year
Economically Disadvantaged	-14.8%	-12%	2018
Current and Former Foster Youth	-9.3%	-6%	2018
Males	-8.6%	-6%	2018
Hispanic	-6.9%	-4.0%	2018

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

Activities A: Access

A.1

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.1	Economically Disadvantaged	86
	Current/Former Foster Youth	8
	Males	183
	Hispanic	128

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category		Notes
Review SSSP Core Services Processes	The gap analysis for this success indicator focused on the discovery of	_X_ **Increased Research** ___ **Intervention**		**Increased Research** The SSEC will analyze capture rates at the time of application, fallout between completed

Activity	Inquiry/Self-Assessment	Category	Notes
for Equity Barriers	issues and barriers that the target groups might be experiencing. Data needs to be disaggregated on incomplete applications, completed applications, students who register, and enrollment at census. Specific attention to qualitative interviews with students from the target populations who failed to complete applications or completed applications but never registered.	_X__ **Augmentation** ___ **Other**	application and enrollment, fallout between registration and attendance through census. Additional data collected will examine the accuracy of the true effect of the student barriers brainstormed by the committee about students completing application and enrolling in appropriate courses. **Actions:** Expand capacity in data collection and informed decision making by hiring a data analyst to focus on gaps and fall out. Further, hire a Research Specialist to assist in conducting surveys, focus groups, and provide data follow-up as it pertains to making information about admissions and enrollment accessible and actionable. **Intervention/Augmentation** The Committee will build upon the SSSP action step identified in the Plan to close core services gaps in the SSSP process by disaggregating the outcomes for the identified target groups to increase educational opportunity and reduce disproportionate impact in the completion of applications and subsequent course enrollment. Focus group data from current Hispanic students revealed that awareness of BCC and its programs and services in the Barstow community was low. The college needs to expand the outreach to inform this population. Based on the results for this target population, it is likely that there is a lack of knowledge of BCC's programs and services for the other disproportionately impacted groups as well. **Actions:** Increase opportunity and awareness of college programs and services and the SSSP process for identified target groups. Hire college and peer counselors to provide one on one and small group to increase greater awareness of the programs and services. (Based on research by Bergenson, Hotchkins, and Furse, http://dx.doi.org/10.219/CS.16.2.a)

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: Target groups are not aware of the presence and role that Barstow Community College could play in advancing their educational and career outcomes. **Motivational Gap:** The college through expanded marketing and outreach efforts can build meaningful college and peer mentors to increase greater awareness of the programs and services. **Structural Gap**: Lack of existing bandwidth to outreach to target groups can be closed by the hiring of college and peer mentors and the access and use of data.	Further research will help explain the extent of the access disparity problem itself and discover the issues that the target populations might be experiencing in the application and orientation to college.	**Human:** Need information technology support to better utilize MIS data elements in a localized data environment, permitting more democratization of the data for use. Need research support as the current dean of institutional effectiveness position is vacant and demands on the position make access and use of data more tenuous. Dedicated research support for SSSP/Equity would provide concentrated data efforts. Increased professional development needed to expand capacity. **Physical:** N/A **Technology:** Software environment for more robust collection, storage and access to student information using MIS data sources. **Financial:** N/A

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity A.1.1 (Added Research)	Why do students complete applications yet fail to enroll? Do students from disproportionately impacted groups feel efficacious about navigating the college processes to access programs and services? (Social capital)	Each Semester	Make necessary changes to post application services that will increase the numbers of students electing to enroll. Make adjustments to the admissions and pre-admissions processes to increase number of applications (and enrollments).
Activity A.1.2 (Increased	What are the best ways to outreach and market the colleges programs to	Each Semester	Discover more meaningful ways to outreach to student groups to

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Marketing and Outreach)	disproportionately impacted groups?		encourage application and enrollment.
Activity A.1.3 (College and Peer Counselors)	What level of student contact is needed to help disproportionately impacted students through the SSSP process?	Each Semester	Identify and share ways to connect with target students in real time and face to face venues that will encourage persistence through the SSSP process.

A.2

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
A.2	Economically Disadvantaged	86
	Current/Former Foster Youth	8
	Males	183
	Hispanic	128

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
Explore partnerships internally and externally that improve campus connections with Hispanic, Economically Disadvantaged, and	The Barstow Community College service area has a high percentage of target group. The Barstow Community College service area has a high percentage of target group	_X__ **Increased Research** _X__ **Intervention** ___ **Augmentation** ___ **Other**	**Increased Research** Increase research related to student capture rates for target populations. **Actions Steps:** Hire a research specialist and data analyst to improve data collection and accuracy that leads to data informed decisions making. **Intervention** **Action Steps:** Work with campus groups and local agencies to establish relationships that enable college

Activity	Inquiry/Self-Assessment	Category	Notes
Current/Former Foster Youth	individuals. The college needs to measure the current levels of capture as well as a targeted increase campus student groups.		personnel to work with the target groups within the community. This includes: • Targeted outreach • Marketing specific to target populations • Developing awareness activities that bridge the college with target populations

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: Target groups are not aware of the presence and role that Barstow Community College could play in advancing their educational and career outcomes. **Motivational Gap:** The college through outreach efforts can build meaningful college and peer mentors to address any barriers for first generation students. **Structural Gap:** Lack of existing bandwidth to outreach to target groups can be closed by the use of equity and SSSP funds to provide services previously unavailable to students.	Increased outreach is needed to connect with the target groups due to transportation, information access, and counseling gaps	**Human:** Student Success advisors and Student Success Coordinator are essential components to have the bandwidth to conduct the outreach. Support is needed to provide more personalized and live attention to target groups including assistance in registration process, web access and student portals, transportation, counseling, workshop reminders, food, fuel cards, etc**.** **Physical:** N/A **Technology:** Software environment for more robust collection, storage and access to student information using MIS data sources. **Financial:** N/A

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity A.2.1	What is the capture rate of the target populations?	Spring 2017	Develop the appropriate interventions for target populations based on the outcome of the research.

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity A.2.2	Can community partnerships inform and improve the college's connections to target populations?	Spring 2017	Invest in community partnerships that assist in improving local awareness of BCC programs and services, especially for target groups.

Success Indicator: Course Completion

Overview

The College examined the Course Completion Success Indicator to identify and measure areas for which our college population groups may be impacted by issues of equal opportunity and disproportionate impact.[3]

Equal Opportunity (Access to Resources)

In the process of reviewing the Course Completion Success Indicator, the College reflected not only on the traditional disproportionate impact in the outcomes, but also the potential lack of educational opportunity present in the indicator. For example, the college leaders reflected on the course taking patterns of the student groups, the delivery methods of the courses, and the courses enrolled in the general education pathway.

For current campus based research, the College paid considerable attention to the distance education mode of delivery as a special area of focus. Barstow Community College uniquely delivers 50% of their courses in an online/distance education format. The course completion rate for online/distance education for the base year of 2012-13 is 66%. The course completion rate for traditional courses was 80% while the overall course completion rate for the base year of 2012-13 is 73%. Clearly, the distance education delivery method is a key component of the college mission and needs to be considered in evaluating disproportionate impact for the institution. The College proposed activities for additional research to discover the course taking patterns of the groups to better understand the nature of the populations' gaps and the actions that could be taken to reach the college goal.

Disproportionate Impact/Disparity Identification

To determine the presence and degree of disproportionate impact for the target groups in the Course Completion Success Indicator, the College utilized the Equity Index and the Percentage Point Gap method to examine disparate outcomes. The Equity Index method showed little disproportionality, with African American or Black Students at .84, being only one hundredth of a point below the acceptable .85 in the index. The student equity teamed hypothesized that due to the aggregate nature of the measure the Equity Index did not capture true disparity in outcomes.

The Percentage Point Gap Methodology clearly indicated a disparity within course completion for two target groups: 1) Former and Current Foster Youth and 2) African American/Black Students. In looking at the specific environment of course completion in the distance education environment, another target group was identified and included with the other two populations for further and directed study: 3) Native Hawaiian/Pacific Islander.

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3 See, Attachment "A", Campus Based Research, page 1.

Campus-Based Research: 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.

Campus Data on Course Completion

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	167	122	73%	73%	0%
Asian	723	591	82%	73%	+9%
Black or African American	4050	2456	61%	73%	-12%
Hispanic or Latino	8553	6226	73%	73%	0%
Native Hawaiian or other Pacific Islander	241	182	76%	73%	+3%
White	7736	6009	78%	73%	+5%
Some other race	N/A	N/A	N/A	73%	N/A
More than one race	1119	800	71%	73%	-2%
All Students	**22868**	**16624**	***73%***		
Males	8556	6083	71%	73%	-2%
Females	13510	9640	71%	73%	-2%
Unknown	158	134	85%	73%	+12%
Current or former foster youth	90	59	66%	73%	-7%
Individuals with disabilities	448	339	76%	73%	+3%
Low-income students	582	485	83%	73%	+10%
Veterans	520	417	80%	73%	+7%

*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

Success Gaps for Course Completion in All Courses

The disproportionate impact analysis for all courses regardless of method of delivery identified two target groups for further study: 1)Black or African-American and 2) Former and Current Foster Youth.

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 Students "Lost"
Largest Gap	**Black or African American**	12%	.12	x	4050	=	486
Second Largest	**Former or Current Foster Youth**	7%	.07	x	90	=	6
Third Largest	**N/A**	N/A	N/A	x	N/A	=	N/A

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	94	63	67%	66%	+1%
Asian	365	278	76%	66%	+10%
Black or African American	2366	1195	51%	66%	-14%
Hispanic or Latino	3882	2529	65%	66%	-1%
Native Hawaiian or other Pacific Islander	106	61	58%	66%	-8%
White	4289	3174	74%	66%	+8%
Some other race	N/A	N/A	N/A	66%	N/A
More than one race	551	372	68%	66%	+2%
All Students	*11729*	*7725*	**66%*		
Males	N/A	N/A	N/A	66%	N/A
Females	N/A	N/A	N/A	66%	N/A
Unknown	N/A	N/A	N/A	66%	N/A
Current or former foster youth	N/A	N/A	N/A	66%	N/A
Individuals with disabilities	N/A	N/A	N/A	66%	N/A
Low-income students	N/A	N/A	N/A	66%	N/A
Veterans	N/A	N/A	N/A	66%	N/A

*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.

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5 Barstow College also analyzed Successful Course Completion via the Equity Index. The Percentage Point Gap Method revealed for accurate information regarding potential disproportionate impact and was thus utilized. See Attachment ___.

Success Gaps for Distance Education

The disproportionate impact analysis in the distance education learning environment identified two target groups for further study: 1) Black or African-American and 2) Native Hawaiian and Pacific Islanders.

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 Students "Lost"
Largest Gap	**Black or African American**	14%	.14	x	2366	=	331
Second Largest	**Native Hawaiian/Pacific Islander**	8%	.08	x	106	=	9
Third Largest	**N/A**	N/A	N/A	x	N/A	=	N/A

In addressing Course Completion in All Courses as well as the specific analysis of the distance education learning environment, the College identified three target groups for analysis: 1) Black or African-American (identified in all courses and online environment), 2) Former and Current Foster Youth (All Courses) and 3) Hawaiian and Pacific Islander (Distance Education only).

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 Students "Lost"
Largest Gap	**Black or African American**	12%	.12	x	4050	=	486
Second Largest	**Former or Current Foster Youth**	7%	.07	x	90	=	6
Third Largest	**Native Hawaiian/Pacific Islander**	8%	.08	x	106	=	9

District: **Barstow Community College District** College: **Barstow Community College**

Goals, Activities, Funding and Evaluation: Course Completion

Goal B.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	-12%, 2012	Gap Less than 6%	2018
Current and Former Foster Youth	-7%, 2012	Gap Less than 3%	2018
Native Hawaiian/Pacific Islander	-8%, 2012	Gap Less than 3%	2018

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

Activities B: Course Completion
B.1

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
B.1	Black or African American	486
	Current and Former Foster Youth	6
	Native Hawaiian/Pacific Islander	9

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
Develop focused dialogue with faculty and staff about interventions,	Intrusive intervention is needed to help students who lack the grit to seek out help and assistance and	_X_ **Increased Research** _X__ **Intervention** _X__ **Augmentation**	**Increased Research** Research is needed to identify completion issues for target populations, including gaps and fallout for systems as well as courses. **Actions:**

Activity	Inquiry/Self-Assessment	Category	Notes
including expanding campus use and knowledge of the early alert system	are struggling with completion.	__X_ Other Technology/Consulting	Hire a research specialist and data analyst to improve data collection and accuracy that leads to data informed decisions making. **Intervention/Augmentation** Improved training and implementation of early alert. Past inconsistencies in use and follow-up have led a campus focus on re-implementation of early alert that will include faculty and counselor training. In some cases a one-on-one approach may be used in order to gain buy-in. This will focus on improved outcomes for the target groups identified in equity, but will also coordinate efforts with SSSP. **Actions:** Re-implement early alert and provide training for faculty and counselors to improve the system's effectiveness.

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: Students are not always forthcoming in expressing hurdles to faculty. **Motivational Gap:** Due to lack of formalization and consistency, faculty use of the current early alert system is minimal. **Structural Gap**: Faculty and staff are not using the early alert system with any regularity.	Early and intrusive student contact can assist borderline and struggling students to be successful.	**Human:** Two student success advisors and counselors were hired for face to face interaction with students. In addition, work directly with faculty to improve faculty awareness of use of early intervention system. **Physical:** N/A **Technology:** Software in place; however, training and deployment are needed. **Financial:** May require some training and consulting funds.

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity B.1.1	What problems exist within the early alert process for faculty? For students?	Spring 2017	Establish interventions related to improving the use of the early alert system, and the effectiveness of the early alert intervention with students.
Activity B.1.2	What are the issues related to completion for the target groups?	Spring 2017	Collect data and investigate the reasons students from the target groups are not completing their courses.

B.2

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
B.2	Black or African American	486
	Current and Former Foster Youth	6
	Native Hawaiian/Pacific Islander	9

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
Augment support for online/DE by hiring a dean dedicated to focus on improving outcomes for	The Barstow Community College service area has a high percentage of target group individuals. The college needs to measure the current levels of capture as well as a targeted increase of campus student groups.	_X__ Increased Research _X__ Intervention ___ Augmentation ___ Other	**Intervention/Augmentation** Online education is an important segment of the college. Specifically, focusing staff on the outcomes for online/distance education, and more specifically improving the outcomes for the target populations is important. **Action Steps:** Work with HR to develop and hire a dean and counselor to focus on this area.

Activity	Inquiry/Self-Assessment	Category	Notes
distance education students			

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: Target groups are not aware of the presence and role that Barstow Community College could play in advancing their educational and career outcomes. **Motivational Gap:** The college through outreach efforts can build meaningful college and peer mentors to address any barriers for first generation students. **Structural Gap:** Lack of existing bandwidth to outreach to target groups can be closed by the use of equity and SSSP funds to provide services previously unavailable to students.	Increased outreach is needed to connect with the target groups due to transportation, information access, and counseling gaps	**Human:** Student Success advisors and Student Success Coordinator are essential components to have the bandwidth to conduct the outreach. Support is needed to provide more personalized and live attention to target groups including assistance in registration process, web access and student portals, transportation, counseling, workshop reminders, food, fuel cards, etc**.** **Physical:** N/A **Technology:** Software environment for more robust collection, storage and access to student information using MIS data sources. **Financial:** N/A

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity B.2.1	How can more directed efforts in instructional services improve the success for target populations in course completion?	Fall 2017	Build and direct supports in pedagogy and methodology that improve support and success for target populations.

B.3

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
B.3	Black or African American	486
	Current and Former Foster Youth	6
	Native Hawaiian/Pacific Islander	9

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
Establish targeted interventions for disproportionate groups to increase course completion		_X__ Increased Research _X__ Intervention ___ Augmentation ___ Other	**Increased Research** Research interventions appropriate to the target groups. **Actions:** By expanding research and data capacity, research can be conducted that will lead to meaningful interventions. **Intervention** Develop interventions that meet the needs of the target groups and improve outcomes. **Actions:** Upon reviewing information from data and research the SSEC will establish interventions that will lead to improved success.

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: Institutional knowledge of the causes for completion gaps for the target	Improving success requires understanding. Understanding needs to be	**Human:** Research Specialist and Data

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
populations is limited. **Motivational Gap:** It is unclear if motivation is an issue for students in the target populations. **Structural Gap:** Research is needed to determine if structural gaps exist for this population.	developed around the specific issues that limit or inhibit completion for the target populations.	Analyst needed to expand research and data capacity. **Physical:** N/A **Technology:** N/A **Financial:** Financial resources are necessary to support the research and data positions proposed.

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity B.3.1	What can we learn about the target populations that help us better understand the disparities that exist?	Fall 2017	Use the research to inform processes and develop interventions necessary to assisting populations in reaching higher rates of course completion.
Activity B.3.2	What interventions would be effective in helping target populations improve course completion?	Fall 2017	Plan and implement interventions that address the completion gaps for students in target populations.

Overview

Barstow Community College examined the ESL and Basic Skills Success Indicator using two metrics: The Basic Skills Completion Rate of the California Community College Scorecard. . Basic skills successful course and program completion is a critical area of focus for the institution given the large percentage of students testing in pre-collegiate and English and math courses. In addition, the college has a large Academic Skills program that deals with students testing three levels below in math, English and for the reading competency.

The CCCCO Scorecard Remedial Rate

The Scorecard remedial rate was selected as a good launching point for analysis at the college because of the need to have data that is easily democratized and digested by the SSEC. The issue at the college, as has been indicated in the Equity Plan and the SSSP plan is the lack of research bandwidth and access to information technology resources to produce reliable actionable data.

In the future, the SSEC will incorporate the basic skills cohort tracker and locally created measures in addition to the statewide cohort measure.

Measure

The measure examines 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 a final ESL or basic skills course.

Advantages

Completion of a degree applicable course means the "successful" completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy. The cohort tracking does reduce the number of students that can be examined and also limits its coverage to first time students. Many of the college's basic skills students stop out and re-enroll in classes along the basic skills pathway, and the measure fails to capture these students. Still, the measure provides a metric from which to build upon future efforts.

Limitations

The analysis of ESL data was not considered under this metric as the college ESL program is very small and all student numbers in cohort groups fell below minimum levels for confidentiality. In addition, the metric fails to provide information on key target groups at this time, especially Current and Former Foster Youth. The lack of current, accurate access to the targeted groups limits the ability of the SSEC to examine subgroups. Until a better method of capture is adopted, the SSEC used the categories for which data can be obtained as proxies to estimate the impact on the other target groups.

Prepared, Unprepared and Overall

The College examined all three of the cohort groups (Overall, Prepared and Unprepared) because of the disparate numbers and rates for each of the subgroups. Basic Skills Completion Rate for the base year overall was 42%, with college prepared rate at 62.2% and underprepared at 38.1%. In addition, the numbers in the cohort pools were significant. For overall the cohort consisted of 407, for prepared 66 and for unprepared 341. The larger number of

unprepared students impacted the overall college rate. The SSEC determined that the students in the unprepared cohort were likely to be students most helpful in terms of equity planning.

The discrepancy between target groups based on assessment placement was significant and the SSEC wanted to examine the impact of poverty and first generation status on placement in math and English for future studies.

Method to Determine Disproportionate Impact

Barstow Community College utilized the Percentage Point Gap method to determine the presence and degree of disproportionate impact. The low number of students in the target group cohorts rendered the use of the Equity Index ineffectual as there was great variation in the success trends due to the small cell size.

Limited Role of ESL as part of the BCC Mission

The analysis of ESL data was not considered under this metric as the college ESL program is very small and all student numbers in cohort groups fell below minimum levels for confidentiality. In addition, the metric fails to provide information on key target groups at this time, especially Current and Former Foster Youth.

Findings

For the Basic Skills Completion Rate overall, the Percentage Gap analysis revealed that there were two groups experiencing disproportionate impact: Females (-3%) and American Indians (-10.7%)

For the Basic Skills Completion Rate college prepared, the Percentage Gap analysis revealed that there was no groups experiencing disproportionate impact.

For the Basic Skills Completion Rate overall, the Percentage Gap analysis revealed that there were one group experiencing disproportionate impact: Females (-3%).

Therefore, there are two target groups for the Basic Skills Completion Rate: Females and American Indians.

Campus-Based Research: 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.

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	16	5	31.3%	*42%*	-10.7%
Asian	13	6	46.2%	*42%*	+4.2%

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Black or African American	53	21	41.5%	*42%*	-.5%
Hispanic or Latino	118	47	39.8%	*42%*	-2.2%
Native Hawaiian or other Pacific Islander	Under 10	N/A	N/A	*42%*	N/A
White	169	76	45.6%	*42%*	+3.6%
Some other race	N/A	N/A	N/A	*42%*	N/A
More than one race	N/A	N/A	N/A	*42%*	N/A
All Students	*407*	*171*	**42%*		
Males	187	58	44.9%	*42%*	+2.9%
Females	215	85	39.5%	*42%*	-3%
Unknown	Under 10	Under 10	Under 10	*42%*	N/A
Current or former foster youth	N/A	N/A	N/A	*42%*	N/A
Individuals with disabilities	N/A	N/A	N/A	*42%*	N/A
Low-income students	N/A	N/A	N/A	*42%*	N/A
Veterans	N/A	N/A	N/A	*42%*	N/A

*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.

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	**Female**	-3%	.03	x	215	=	8
Second Largest	**American Indian**	-10.7%	.107	x	16	=	2
Third Largest	**N/A**	N/A	N/A	x	N/A	=	N/A

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	Under 10	Under 10	N/A	**62.1%**	N/A
Asian	Under 10	Under 10	N/A	**62.1%**	N/A
Black or African American	Under 10	Under 10	N/A	**62.1%**	N/A
Hispanic or Latino	10	8	80%	**62.1%**	+17.9%
Native Hawaiian or other Pacific Islander	Under 10	Under 10	Under 10	**62.1%**	N/A
White	37	23	62.2%	**62.1%**	+.1%
Some other race	N/A	N/A	N/A	**62.1%**	N/A
More than one race	N/A	N/A	N/A	**62.1%**	N/A
All Students	*66*	*41*	**62.1%*		
Males	34	19	63.3%	**62.1%**	+1.2%
Females	30	19	61.8%	**62.1%**	-.03%
Unknown	Under 10	Under 10	Under 10	**62.1%**	N/A
Current or former foster youth	N/A	N/A	N/A	**62.1%**	N/A
Individuals with disabilities	N/A	N/A	N/A	**62.1%**	N/A
Low-income students	N/A	N/A	N/A	**62.1%**	N/A
Veterans	N/A	N/A	N/A	**62.1%**	N/A

*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.

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	**N/A**	N/A	N/A	x	N/A	=	N/A
Second Largest	**N/A**	N/A	N/A	x	N/A	=	N/A
Third Largest	**N/A**	N/A	N/A	x	N/A	=	N/A

Rate of ESL and Basic Skills Completion (Unprepared)	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

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	Under 10	Under 10	N/A	*38.1%*	N/A
Asian	Under 10	Under 10	N/A	*38.1%*	N/A
Black or African American	Under 10	Under 10	N/A	*38.1%*	N/A
Hispanic or Latino	Under 10	Under 10	N/A	*38.1%*	N/A
Native Hawaiian or other Pacific Islander	Under 10	N/A	N/A	*38.1%*	N/A
White	132	54	40.9%	*38.1%*	+1.8%
Some other race	N/A	N/A	N/A	*38.1%*	N/A
More than one race	N/A	N/A	N/A	*38.1%*	N/A
All Students	*341*	*130*	*38.1%*		
Males	157	65	41.4%	*38.1%*	+2.3%
Females	181	64	35.4%	*38.1%*	-.03%
Unknown	Under 10	Under 10	N/A	*38.1%*	N/A
Current or former foster youth	N/A	N/A	N/A	*38.1%*	N/A
Individuals with disabilities	N/A	N/A	N/A	*38.1%*	N/A
Low-income students	N/A	N/A	N/A	*38.1%*	N/A
Veterans	N/A	N/A	N/A	*38.1%*	N/A

*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.

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	**Females**	-3%	-.03	x	181	=	6
Second Largest	**N/A**	N/A	N/A	x	N/A	=	N/A
Third Largest	**N/A**	N/A	N/A	x	N/A	=	N/A

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

Goal C

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

Target Population(s)	Current gap, year	Goal*	Goal Year
Females	-3%	-1.5%	2017
American Indian	-10.7%	-5%	2017

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

Activities C: ESL and Basic Skills Course Completion

C.1

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
C.1	Females	8
	American Indian	2

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
Partner with Basic Skills and Distance Education Committees to create interventions for underprepared	Intrusive intervention is needed to help students who lack the grit to seek out help and assistance and are struggling with completion.	_X_ **Increased Research** ___ **Intervention** ___ **Augmentation** ___ **Other**	**Increased Research** Given institutional numbers for under prepared students and the low course completion rates in distance education, a joint look at this issue needs to take place. By bringing together these committees, next steps with a focus on best practices and potential interventions will be established.

Activity	Inquiry/Self-Assessment	Category	Notes
target groups, especially Distance Education students.			This may also require some professional development. **Actions:** Organize joint meetings and/or a task force to evaluate issues facing the target groups. The focus for these meetings will be to develop: • Best Practices • Suggested Interventions • Pilot Supplemental Instruction

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: Institutional knowledge of the causes for completion gaps for the target populations is limited and the efficacy of the course sequence in math and English is currently unexamined Students likely do not know how to be successful in the online environment and thus fall behind early and then chose not to continue the courses. **Motivational Gap:** The SSEC hypothesized that motivation is a barrier for students along the pathway. The courses in the pre-collegiate pathway are a repeat of the curriculum presented to the students in middle and high school. Thus, the college needs to examine the affective domain of these students to see the non-cognitive hurdles to success. In addition, many students are taking online courses and may lack the motivation to persist in the face of academic difficulties. **Structural Gap:** Research is needed to determine whether the current course assessment placement model and sequence of courses on the basic skills	Improving success requires understanding. Understanding needs to be developed around the specific issues that limit or inhibit ESL/Basic Skills completion for the target populations on the lack of educational opportunity or poor schooling in the students' academic history. Better partnership with the local high school faculty is needed to examine the teacher expectations in high school and the in college. In addition, the college would like to investigate whether the student learning outcomes are the same for the courses taught in high school and in college.	**Human:** Research Specialist/Data Analyst needed to expand research and data capacity. Students needed for supplemental instruction. There needs to be interaction with student services and instruction to brainstorm and ideate the reasons for the lack of success of students, including low initial placement of students. **Physical:** N/A **Technology:** N/A **Financial:** Financial resources are necessary to support the research/data position proposed.

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
pathway are effective. The implementation of intrusive means to improve success depends on an analysis of the present functioning level of the programs. Many students are taking online classes due to the limited on campus offerings and are unprepared to be successful on the distance education venue.		

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity C.1.1	What intrusive interventions will improve student success for students in the target groups in the area of outside classroom supports? What in class interventions hold the most promise for students?	Fall 2016	Develop and test intrusive interventions that are aimed at improving outcomes for students in the key target populations with both in-class and out of class foci.
Activity C.1.2	Can targeted interventions for distance education that encourage students to come to the on campus computer centers and assist in at-home access to high speed internet providers to improve outcomes for the identified at-risk populations?	Fall 2016	Implement and evaluate online interventions and make adjustments based on outcomes.

C.2

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
C.2	Females	8
	American Indian	2

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
Identify delivery methods and processes impeding satisfactory completion in the basic skills pathway for target populations.	Research structural gaps that may create barriers to successful completion for identified groups.	_X__ **Increased Research** _X__ **Intervention** ___ **Augmentation** ___ **Other**	**Increase Research/Intervention** Conduct inquiry to identify issues with regard to process or delivery methods facing students in the target groups that may inhibit successful course completion in ESL and Basic Skills. **Action Steps:** Members of the SSEC will work with the Basic Skills and Distance Education Committees to discuss and establish interventions to improve outcomes for students in target groups, identifying methods to improve initial placement of students on the basic skills pathway and increase online support for students including a pre-semester boot camp to train students how to be successful in online classes.

- **Link to Goal**

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: Institutional knowledge of the causes for completion gaps based on varied and divergent learning environments for the target populations is limited. **Motivational Gap:** Studies need to learn how students feel about alternative learning environments than the traditional 'chalk and talk' milieus. In addition, what online tools are available to deliver course content in online settings that bridge struggling readers and writers in general education courses?	Student fall out on the basic skills pathway may likely be caused by the clinging to traditional methods to teach English and math that were not successful for students in the prior educational experience.	**Human:** Research Specialist and Data Analyst needed to expand research and data capacity. Professional development is needed on the lesson delivery methods that impact students of color and students who have experienced poor educational environments in their early educational careers. **Physical:** N/A **Technology:** N/A

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Structural Gap: The college needs to learn the impact that poverty has on students in coming to campus to complete online assignments and to improve access to internet providers for at home completion of online assignments.		**Financial:** Financial resources are necessary to support the research and data positions proposed and to send faculty and others to trainings to learn new methods of teaching in the English and math curricula

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity C.2.1	What structural gaps exist that may be preventing students from succeeding in ESL/Basic Skills courses?	Spring 2016	The results will be used to make adjustments to processes and modes of delivery, as well as provide insight for developing the interventions necessary to assist students in the identified at-risk populations to be successful.
Activity C.2.2	What are the learning methods that most resonate with students of color and how can the pedagogies be included in class and in online learning environments?	Spring 2016	The information will provide alternate methods to deliver the math and English sequence that take into consideration out of class issues? The traditional 16 week and 8 week models are effective for some, but other accelerated and self-paced models might help students with transportation and income issues complete the course content and demonstrate mastery in different ways.

C.3

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
C.3	Females	8
	American Indian	2

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
Support practices that sustain long term progress for DE target students.	Concerns exist that students are enrolling in online classes based on family needs or lack of on campus offerings which are perhaps setting students up for lack of success because the students lack the training and knowledge to be successful in distance education courses.	_X__ Increased Research _ __ Intervention _X__ Augmentation ___ Other	**Increased Research/Augmentation** Research is necessary to develop better understanding of the knowledge gap for these students. By adding a point person, such as a Dean of Distance Education a more targeted and directed approach to correcting issues in this area can be achieved. Actions: • Members of the SSEC will work with the Distance Education and Basic Skills committees to research issues in this area. • Hire a Dean of Distance Education and research/data analyst

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: Institutional knowledge of the causes for completion gaps for the target	Improving success requires understanding. Understanding needs to be developed around the	**Human:** Research Specialist and Data

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
populations is limited. **Motivational Gap:** It is unclear if motivation is an issue for students in the target populations. **Structural Gap:** Research is needed to determine if structural gaps exist for this population.	specific issues that limit or inhibit completion for the target populations.	Analyst needed to expand research and data capacity. **Physical:** N/A **Technology:** N/A **Financial:** Financial resources are necessary to support the research/ data positions and the Dean of Distance Education proposed.

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity C.3.1	How can BCC make sustainable improvements for ESL/Basic Skills students in the target groups?	Fall 2016	Make recommended adjustments and develop necessary interventions that lead to sustainable improvements.
Activity C.3.2	What general education distance education courses are students most successful in during the first semesters after initial enrollment?	Fall 2016	Identify and enroll students in online courses that have the highest success rates in the early semesters at the college.

Success Indicator: Degree and Certificate Completion

Overview

The College examined the Degree and Certificate Success Indicator using the California Community College Scorecard Metric "Completion". The College selected the measure as the best metric for the institution to initiate discussions on this indicator of completion.

California Community College Scorecard Metric "Completion"

The Completion measure calculates the rate of degree, certificate and/or transfer-seeking students starting first time in 2006-07 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes. The 2012-2013 academic year is the base year of analysis for the college for all the Equity metrics.

Advantages

The advantage of using the Completion metric is that it targets degree and certificate behavioral indicators which focuses the analysis of study on students manifesting true intent for degree completion. The behavioral markers permit the college to examine tipping points along the way, which will be an area of focus at the College in future academic years.

Disadvantages

The disadvantage of using the Completion indicator is that the measure includes transfer outcomes. However, the number of transfer students in the college cohort is relatively low and thus the degree and certificates comprise the lion's share of the students captured. A further limitation is that under current College practices, Data on Demand information is not readily available to non-IT personnel and time constraints and competing demands on IT staff time made the disaggregation of the degrees and certificates for the current version of the Equity Plan not possible. Future year research and information technology agendas will address this issue on the campus for more timely and accessible data.

Equity Analysis

Equal Opportunity (Access to Resources)

According to the College fact book, the majority of students attend Barstow Community College for the purpose of securing a degree or certificate. Thus, this success measure is a relevant measure of success in terms of equity analysis and in meeting the College's mission.

In the process of reviewing Degree and Certificate Completion Success Indicator, the College reflected not only on the disproportionate impact in the outcomes, but also the potential lack of educational opportunity present in the indicator. Barstow Community College is remotely located in the Mojave Desert and the lack of educational opportunities for students and residents of our service area is palpable. The SSEC team hypothesized that the degree or certificate pathway is favored by students because of the lack of a viable choice for cost efficient baccalaureate degrees in the area. As such, the large number of degree and certificate students may explain the low number of transfer students. This opens up an area of study for the College to see how it could better transition degree and certificate students to baccalaureate degrees through partnerships and improved transfer counseling.

To determine the presence and degree of disproportionate impact for the target groups in the Degree and Certificate measure, the College used both the Percentage Point Gap and the Equity Index methods. The goal was to triangulate the examination of disproportionate impact to arrive at a clearer picture of what barriers students face on the way to degree and certificate completion.

Target Group Analysis

The Percentage Point Difference method identified one group that was experiencing disproportionate impact: American Indian (-.11%) and Females (-.03%). The American Indian cohort count is low and the percentage point gap high, revealing potential issues in both educational opportunity and disproportionate impact.

The majority of students enrolled at Barstow Community College are female and as a group have historically faced hurdles to degree and certificate completion. The Access success indicator reveals that the College is enrolling females in the sufficient proportion to the number of females in the service area. Thus, there is no apparent lack of educational opportunity for this group. However, there is a disproportionate impact in the rate of degrees and certificates granted, which is a key area of study given the large percentage of females enrolled at the college.

The difficulty in benchmarking meaningful improvement goals for the American Indian group is the small number of students in the cohort.   There is a significant probability that any variance in the rate from year to year will be the result of the volatility inherent in the rate given the small population.

The Equity Index method showed disproportionality in American Indian (.7), all under the acceptable .85 in the index.

Limitations of the Findings

Race and Ethnicity

One-to-one correspondence was possible for all racial and ethnic categories except some other race and more than one race.

Gender

The number of males and females noted in the equity analysis approximated the total population of students at the college. There was a small number of knowns due largely because of data entry issues. There is the growing possibility that students are not answering the questions due to concerns over gender identity that are now more openly and freely considered by students. The SSEC hypothesized that the issue of gender identity is likely not a large concern at the College at this time in the number of unknown students in this category. However, the members are mindful of the changes occurring in society that make gender independence and identity more of an emerging issue.

Economically Disadvantaged

There was not a one-to-one correspondence for the equity category of economically disadvantaged due to the misalignment of the CCCCO proxy for poverty and that used by the US Census Department and the California Department of Finance.

Disabilities

The measurement of disability appears accurately captured for transfer by the data for the college. The movement of students from the Individuals with Disabilities to the American's with Disabilities Act moves students from mandatory

accommodations and curriculum adaptation to student self-identification. Thus, students may elect to not access services so as to no longer be part of a "special education" marker, which for some students may be an issue. Also, the goals of disability services is to level the playing field. Current accommodations are typically limited to additional time on tests, preferential seating, note takers and other ways to access information more easily.

Current and Former Foster Youth

The number of current or former foster youth who identify transfer as a goal in a cohort model is not currently captured in the degree and certificate completion measure.

Veterans Status

The number of who identify degree and completion as a goal in a cohort model is not currently captured in the completion measure for the current academic year. Future years will create a local measure for Barstow Community College given the large number of veterans enrolled at Ft. Irwin and through other branches of the military serviced.

Campus Research and Analysis

The College developed a four step analysis for the examination of the data findings to establish the goals and activities of the Equity Plan: 1) Shared Understanding of data meaning: 2) the Development of Informed and Measurable Goals; 3) Improved data collection (where appropriate); and 4) the Integration of Student Equity Data (where applicable) into other College planning and program review.

Shared Understanding of Data Meaning

The SSEC felt that the completion numbers for all groups were relatively high and that this is likely because the degree and certificate are the only viable options offered to local residents. Only American Indians were found to be experiencing disproportionate impact and this only involved 16 total students in the cohort group.

Develop Informed and Measurable Goals

The goals and activities are borne out of the discussions and dialogue about the issues of equal opportunity and disproportionate impact revealed by the data analysis.   Two key activities were identified for the plan to address the disproportionate impact for the target groups.

Improved data collection (Where Appropriate)

In the process of reviewing the data, several areas of new investigation appeared to both better understand the target groups and the factors impacting course completion, including target group membership in ethnicity and racial categories and better identification of students who are economically disadvantaged. Current and former foster youth will be a low number cohort group, but are a group of special interest to the College.

Integration of Student Equity Data (Where applicable) into Planning and Program Review

The Degree and Certificate rates are indicators in the accreditation Institution set standards. The degree awards are standard measures included in program review and thus could be an area of focus for program leads. Degree and certificate completion remains a key core function of the College under the mission and this indicator needs to be a main focus of planning and initiatives and priorities.

Campus-Based Research: Degree and Certificate Completion

D.   **DEGREE AND CERTIFICATE COMPLETION.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

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	16	5	31%	**42%**	-11%
Asian	13	6	46%	**42%**	+4%
Black or African American	53	22	42%	**42%**	0%
Hispanic or Latino	118	47	40%	**42%**	-2%
Native Hawaiian or other Pacific Islander	Under 5	Under 5	Under 5	**N/A**	N/A
White	169	77	46%	**42%**	+4%
Some other race	N/A	N/A	N/A	**42%**	N/A
More than one race	N/A	N/A	N/A	**42%**	N/A
All Students	**407**	**171**	***42%***		
Males	187	84	45%	**42%**	+3%
Females	215	85	40%	**42%**	-3%
Unknown	Under 5	Under 5	Under 5	**42%**	N/A
Current or former foster youth	N/A	N/A	N/A	**42%**	N/A
Individuals with disabilities	N/A	N/A	N/A	**42%**	N/A
Low-income students	N/A	N/A	N/A	**42%**	N/A
Veterans	N/A	N/A	N/A	**42%**	N/A

*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.

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 enrolled in 2011 and named certificates and degrees as their matriculation goal	=	Number of Students "Lost"
Largest Gap	**Female**	-11%	-.11	x	16	=	2
Second Largest	**American Indian**	-3%	-.03	x	215	=	7
Third Largest	**N/A**	N/A	N/A	x	N/A	=	N/A

Completion (CCCC Scorecard)					
Group	Completion Students	Cohort Students	Cohort Rate	Percentage of Cohort	Equity Index
African American	22	53	12.9%	13.0%	1.0
American Indian/Alaska Native	5	16	2.9%	3.9%	0.7
Asian	6	13	3.5%	3.2%	1.1
Filipino	Under 5	Under 5	N/A	N/A	N/A
Hispanic	47	118	27.5%	29.0%	0.9
Pacific Islander	Under 5	Under 5	N/A	N/A	N/A
White	77	169	45.1%	41.5%	1.1
Female	85	215	49.7%	52.8%	0.9
Male	84	187	49.1%	45.9%	1.1
All	171	407	100.0%	100.0%	1.0

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

Goal D

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

Target Population(s)	Current gap, year	Goal*	Goal Year
Females	-3%	-2%	2018
American Indian	-11%	-5%	2018

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

Activities D: Degree and Certificate Completion

D.1

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
D.1	Females	7
	American Indian	2

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
Investigate and identify momentum points to degree and certificate completion and	Upon review of the potential gaps for students along the degree and certificate pathway, the College concluded that the issue is not merely	_X_ **Increased Research** _X__ **Intervention** ___ **Augmentation** ___ **Other**	**Increased Research** Research and data inquiry are required to understand key points that lead to success or failure during a student's academic pursuit to degree/certificate completion. This information is useful for planning and developing appropriate and well informed interventions. **Actions:**

Activity	Inquiry/Self-Assessment	Category	Notes
implement interventions which will tip students to increased completion rates.	implementing interventions per se, but that the interventions be informed by data on the issues students face. Therefore, the College decided that the first step was to gather evidence on students and then base interventions on the findings.		• Develop a research and IT/data agenda that identifies the key areas of inquiry required to inform this area. • Hire a Research Specialist and Data Analyst to build the capacity necessary to address the research and IT/data agenda. **Intervention** Interventions will be explored, informed and developed based on the information, research and data collected. **Actions:** Conduct research and collect data necessary for planning and developing interventions for target groups.

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: There are two areas of consideration for knowledge gaps in the area of degree completion; students and leaders. For the students, the questions center on why students fall out as they pursue degrees and certificates as a terminal award. For college leaders the gaps center on knowing where students fall out in the pathway and why. **Motivational Gap:** Students at BCC pursue degrees and certificates at a significantly higher rate than those who pursue transfer. The question arises why students do not see transfer as an outcome or do not use the degree to leverage themselves to pursue a baccalaureate degree. **Structural Gap:** Research is needed to determine how degrees and certificates can be	Improving success requires understanding of the momentum points which predict future degree and certificate success of students. Understanding needs to be developed around the specific issues that limit or inhibit completion for the target populations along the degree and certificate pathway.	**Human:** Research Specialist and Data Analyst needed to expand research and data capacity. Facilitated conversations are needed to learn from students why they pursue degrees and certificates and how the awards are being used to advance professional and personal lives. **Physical:** N/A **Technology:** N/A **Financial:** Financial resources are necessary to support the research/data position proposed.

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
leveraged by students for increased employment or for further study.		

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity D.1.1	Where are the degree/certificate fall-out points that impact target student groups?	Fall 2016	Develop interventions to assist students in the identified target groups in completing degrees and certificates.
Activity C.1.2	Why do students fail to persist at key momentum/tipping points?	Fall 2016	Develop interventions to assist students in the identified target groups in completing degrees and certificates.

D.2

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
D.2	Females	7
	American Indian	2

Activity	Inquiry/Self-Assessment	Category	Notes
Investigate barriers to degree completion including coordination and sequencing of courses, and delivery mode.	.	_X__ Increased Research _X__ Intervention ___ Augmentation ___ Other	**Increase Research/Intervention** Review enrollment management procedures and processes that may create barriers for target groups. Additionally, review mode of delivery for any barriers that may affect the outcomes for the target populations. **Action Steps:** • Work with the Enrollment Management Committee to review course scheduling and delivery methods. • Work with the Distance Education Committee to review and make recommendations for improving outcomes for online students.

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: Institutional knowledge of the causes for completion gaps for the target populations is limited. **Motivational Gap:** It is unclear if motivation is an issue for students in the target populations. **Structural Gap:** Research is needed to determine if structural gaps exist for this population.	Improving success requires understanding. Understanding needs to be developed around the specific issues that limit or inhibit completion for the target populations.	**Human:** Research Specialist and Data Analyst needed to expand research and data capacity. **Physical:** N/A **Technology:** N/A **Financial:** Financial resources are necessary to support the research and data positions proposed.

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity D.2.1	What completion barriers exist for the target populations?	Fall 2016	Share the information and begin developing interventions that improve completion for the target groups.

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity D.2.2	Is there a motivational or structural gap that needs to be addressed for the target populations?	Fall 2016	Share the information and establish next steps based on research outcomes.

D.3

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
D.3	Females	7
	American Indian	2

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
Combine with SSSP efforts to build education plans, taking in to account the manner and modes of delivery that are most appropriate for the target group populations.	Since it is unclear if there is a motivational or structural gap for the target populations, initially supporting students with strong core services and follow up will be used to support students and to gather more information that will lead to better interventions.	___ **Increased Research** _ __ **Intervention** _X__ **Augmentation** ___ **Other**	**Augmentation** Develop advising and education planning techniques specific to target populations. As we work with the specific needs of the target populations, some interventions may also become apparent. **Actions:** Work with counseling to increase knowledge and sensitivity to the needs of the target populations and implement techniques for advising and education planning that are specific to the target populations. This may include Professional Development.

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: A gap likely exists for students to know how to set educational goals and to make plans to reach the goals. **Motivational Gap:** The question centers on whether students who do not persist to award completion lack the habits of mind to self-regulate behavior when educational planning to overcome or circumvent barriers to completion. **Structural Gap:** The college scheduling and course sequence model may be inhibiting students, particularly part time students, in goal setting to complete degrees and certificates in a timely manner.	While the college has a large number of students pursuing degrees and certificates as compared to transfer to four year institutions, there are barriers to award completion that are preventing persistence to the goal. The key for the college is to identify best practices in goal setting that help predict later completion of the degree or certificate.	**Human:** Research Specialist and Data Analyst needed to conduct facilitated conversations with students to learn how better to use the SSSP process to improve the outcomes for disproportionately impacted groups. **Physical:** N/A **Technology:** N/A **Financial:** Financial resources are necessary to support the research and data positions proposed. Funds for professional development may also be needed.

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity D.3.1	How can students learn the role of education plans in their progress towards degrees or certificates?	Fall 2016	Share the information and begin developing interventions that improve completion using the SSSP process as a guide.
Activity D.3.2	Is there a motivational or structural gap that needs to be addressed for students when original educational goals no longer are a viable option?	Fall 2016	Examine the habits of mind and grit qualities that would most help students at BCC.

Success Indicator: Transfer

Overview

The College examined the Transfer Success Indicator using two measures of Transfer: 1) Transfer Velocity and 2) the California Community College Scorecard Metric "Completion".

California Community College Scorecard Metric "Completion"

The ratio of the number of students by population group who manifest transfer intent to the number of students in that group who actually transfer after six years.

Transfer Velocity

Cohort Make Up

Students who met the following benchmarks over a six-year period:

- Started as first-time freshmen
- Completed 12 units
- Attempted a transfer-level math or English course

The advantage of the use of the Transfer Velocity metric is the robustness of the measure, the research integrity of the methodology and the ability to single out an important indicator of transfer as a rate. The college did not consider volume as the transfer measure, as the indicator is impacted by a large number of factors outside of the college's control and the number of total transfers for Barstow Community College is low given its remote location and economically impacted area.

Transfer Rates

To determine transfer rates, the TVP identified any student from the transfer cohort showing an enrollment record at a four- year institution within six years divided by all students in the original transfer cohort. The rate is the percentage of students in the cohort for the 2006-2007 academic year, tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes. The 2012-2013 academic year is the base year of analysis for the college.

California Community College Scorecard Metric "Completion"

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2006-07 academic year, tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes. The 2012-2013 academic year is the base year of analysis for the college.

The disadvantage of the use of the Completion indicator is that under current College practices, Data on Demand information is not readily available to non-IT personnel and time constraints   as well as competing demands on IT staff time made the disaggregation of the degrees, certificates, and transfer for the current Equity Plan. Future year research and information technology agendas will address this issue on the campus for more timely and accessible data.

Equity Analysis

Equal Opportunity (Access to Resources)

In the process of reviewing the Transfer Velocity and the Completion (Transfer, Degree and Certificate) Indicator, the College reflected on the traditional disproportionate impact in the outcomes, but also the potential lack of educational opportunity present in the indicator.   The SSEC gave particular attention to the factors impacting students along the transfer pathway that are not captured in the aggregate velocity measure. However, the principal focus was on the disproportionate impact indicator as the analysis was more robust and aligned with these measures.

Disproportionate Impact/Disparity Identification

To determine the presence and degree of disproportionate impact for the target groups in the Transfer Velocity measure, the College used both the Percentage Point Gap and the Equity Index. For the Completion Success Indicator, the College utilized the Equity Index only as the measure includes categories other than transfer. The rationale is that the pursuit of educational goal in general would be a good proxy for transfer individually. Future research will tease this information out more clearly in academic years.

Target Group Analysis

Transfer Velocity

The Percentage Point Difference method identified three groups that were experiencing disproportionate impact: Economically Disadvantaged students (-22%), Individuals with Disabilities (-10%) and American Indian (-.08%).

The Equity Index method showed disproportionality in Economically Disadvantaged (.4), Hispanic (.8) and Individuals with Disabilities (.8), all under the acceptable .85 in the index.

Completion as a Proxy for Transfer

The Equity Index method showed disproportionality in Economically Disadvantaged (.4), Hispanic (.8) and Individuals with Disabilities (.8)., all under the acceptable .85 in the index.

Limitations of the Findings

Race and Ethnicity

One to one correspondence was possible for all racial and ethnic categories except some other race and more than one race.

Gender

The number of males and females noted in the equity analysis approximated the total population of students at the college. There was a small number of knowns due largely because of data entry issues. There is the growing possibility that students are not answering the questions due to concerns over gender identity that are now more openly and freely considered by students. The SSEC hypothesized that the issue of gender identity is likely not a large concern at the College at this time in the number of unknown students in this category; however, the members are mindful of the changes occurring in society that make gender independence and identity more of an emerging issue.

Economically Disadvantaged

There was not one to one correspondence for the equity category of economically disadvantaged as the misalignment of the CCCCO proxy for poverty and that used by the US Census Department and the California Department of Finance.

Disabilities

The measurement of disability appears accurately captured for transfer by the data for the college. The movement of students from the Individuals with Disabilities to the American with Disabilities Act moves students from mandatory accommodates and curriculum adaptation to student self-identification. Thus, students may elect to not access services to no longer be part of a "special education" marker, which for some students may be an issue. Also, the goals of disabilities services is to level the playing field and current accommodations are typically limited to additional time on tests, preferential seating, note takers other ways to access information more easily.

Current and Former Foster Youth

The number of current or former foster youth who identify transfer as a goal in a cohort model is not currently available for capture in the transfer measure for the current academic year.

Veterans Status

The number of who identify transfer as a goal in a cohort model is not currently available for capture in the transfer measure for the current academic year. Future years will create a local measure for Barstow College given the large number of veterans enrolled at Ft. Irwin and through other branches of the military.

Campus Research and Analysis

The College developed a four step analysis for the examination of the data findings to establish the goals and activities of the Equity Plan: 1) Shared Understanding of data meaning: 2) the Development of Informed and Measurable Goals; 3) Improved data collection (where appropriate); and 4) the Integration of Student Equity Data (where applicable) into other College planning and program review.

Shared Understanding of Data Meaning

The SSEC felt that the transfer numbers for all groups was low and that some of the target groups were low in number making benchmarking improvement difficult. The SSEC recommends that the college review the transfer function under its mission.

Develop Informed and Measurable Goals

The goals and activities are borne out of the discussions and dialogue about the issues of equal opportunity and disproportionate impact revealed by the data analysis. One key activity was identified for the plan.

Improved data collection (Where Appropriate)

In the process of reviewing the data, several areas of new investigation appeared to both better understand the target groups and the factors impacting course completion, including target group membership in ethnicity and racial categories and better identification of students who are economically disadvantaged.

The Transfer and Completion Rates are areas of focus for the college. According to the Fact Book, less than 40% of the students identify transfer as an educational goal.

Accreditation standards and policies require the college to review transfer as a core function of the community college.

Campus-Based Research: Transfer

E.   **TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

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	16	5	31%	**39%**	**-8%**
Asian	Under 5	Under 5	46%	**39%**	**+7%**
Black or African American	37	22	59%	**39%**	**20%**
Hispanic or Latino	61	20	33%	**39%**	**-6%**
Native Hawaiian or other Pacific Islander	Under 5	Under 5	Under 5	**39%**	Under 5
White	111	37	33%	**39%**	**-6%**
Some other race	N/A	N/A	N/A	**39%**	N/A
More than one race	N/A	N/A	N/A	**39%**	N/A
All Students	*87*	*223*	*		
Males	130	46	35%	**39%**	**-4%**
Females	91	40	44%	**39%**	**+5%**
Unknown	Under 5	Under 5	Under 5	**39%**	N/A
Current or former foster youth	N/A	N/A	N/A	**39%**	N/A
Individuals with disabilities	17	5	29.4%	**39%**	**-10%**
Low-income students	41	7	17%	**39%**	**-22%**
Veterans	N/A	N/A	N/A	**39%**	N/A

*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.

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 are in the transfer cohort.	=	Number of Students "Lost"
Largest Gap	Economically Disadvantaged	-22%	-.22	x	41	=	9
Second Largest	Disabilities	-10%	-.10	x	17	=	2
Third Largest	American Indian	-08%	-.08	x	16	=	2

Equity Index for Transfer Velocity (Six Years to Transfer)					
Group	Transferred Students	Cohort Students	Transfer Percentage	Percentage of Cohort	Equity Index
American Indian	Under 5	Under 5	N/A	N/A	N/A
African American	22	37	25.3%	16.6%	1.5
Asian	Under 5	Under 5	N/A	N/A	N/A
Filipino	Under 5	Under 5	N/A	N/A	N/A
Hispanic	20	61	23.0%	27.4%	0.8
Pacific Islander	Under 5	Under 5	N/A	N/A	N/A
Unknown	Under 5	Under 5	N/A	N/A	N/A
White-Non Hispanic	37	11	42.5%	49.8%	0.9
Female	46	130	52.9%	58.3%	0.9
Male	40	91	46.0%	40.8%	1.1
Disability	5	17	5.7%	7.6%	0.8
Economically Disadvantaged	7	41	8.0%	18.4%	0.4
Barstow Totals	87	223	39.0%		

Completion (CCCC Scorecard)					
Group	Completion Students	Cohort Students	Cohort Rate	Percentage of Cohort	Equity Index
African American	22	53	12.9%	13.0%	1.0
American Indian/Alaska Native	5	16	2.9%	3.9%	0.7
Asian	6	13	3.5%	3.2%	1.1
Filipino	Under 5	Under 5	N/A	N/A	N/A
Hispanic	47	118	27.5%	29.0%	0.9
Pacific Islander	Under 5	Under 5	N/A	N/A	N/A
White	77	169	45.1%	41.5%	1.1
Female	85	215	49.7%	52.8%	0.9
Male	84	187	49.1%	45.9%	1.1
All	171	407	100.0%	100.0%	1.0

The target groups for the transfer success indicator are American Indian, Individuals with Disabilities, Economically Disadvantaged and Hispanic.

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
Economically Disadvantaged	-22%	-19%	2018
Disabilities	-10%	-09%	2018
American Indian	-08%	-05%	2018

*Expressed as either a percentage or number

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

Activities E: Transfer

E.1

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
E.1	Economically Disadvantaged	9
	Disabilities	2
	American Indian	2

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
At the time of enrollment build and create value in transfer/	Institutional transfer rates overall are very low. By focusing on the target populations, we	_X_ **Increased Research** _X__ **Intervention**	**Augmentation/Intervention/Additional Research** - Work with the Transfer and Career Center to establish new ways of communicating and intervening with target populations

Activity	Inquiry/Self-Assessment	Category	Notes
baccalaureate education, while further reinforcing the importance at key momentum points along the transfer pathway.	intend to identify key points and supports that improve completion. This will also help to inform processes for other populations as well.	**_X__ Augmentation** **___ Other**	on the importance of bachelorette attainment and opportunities for transfer. • Work with the SSEC to establish any process barriers to transfer. **Actions:** Develop action plan with Transfer and Career Center and the SSEC.

• *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: Students may not know about the role that a baccalaureate degree can play in their educational and professional careers or even know it is an option. Institutional knowledge of the causes for transfer gaps for the target populations is limited. **Motivational Gap:** Students may be unmotivated to transfer due to the key life changes that must occur for local students and the large geographic distance to the nearest Cal State University.t is unclear if motivation is an issue for students in the target populations. **Structural Gap:** The College could do more to bring low cost baccalaureate degrees in the area.	The percentage of Barstow Community College who select transfer as an educational option is low. Key information and supports can be provided to students to help make a more informed educational goal.	**Human:** Research Specialist and Data Analyst needed to expand research and data and facilitated discussions about the role and importance of a baccalaureate degree. **Physical:** N/A **Technology:** N/A **Financial:** Financial resources are necessary to support the research and data positions proposed. Funds for professional development may also be needed.

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity E.1.1	Do students know of the option of a bachelor's degree? How do we improve transfer rates for target populations?	Fall 2016	Increased selection of transfer as an educational option.
Activity E.1.2	Are there process or other barriers that are inhibiting transfer rates among target groups that the college can assist (e.g. transition and relocation or the addition of additional partnerships for low cost baccalaureate degrees	Fall 2016	Increase in the number of successful transfers to four year baccalaureate institutions.

Other College or District-wide Initiatives Affecting Several Indicator

Overview

In 2014-15 the Student Success & Equity Committee (SSEC) had extensive dialog about the equity issues at BCC. Through those conversations a focus on the following groups was established:

Foster Youth

In 2014-15 BCC had very little information about the local foster youth population. Through a number of efforts, the SSEC along with other campus participants began to research and partner with local agencies/groups to identify and intervene with foster youth on campus. These partnerships include:

- Designating a financial aid representative that is a first point of contact for foster youth and can act as a liaison between foster youth and campus services.
- A local club for foster youth was established called BCC Scholars
- Key partnerships with local foster agencies, k-12 representatives, County of San Bernardino representatives, and others who provide services to foster youth were established to help the college understand and service foster youth students more effectively.
- A part-time counselor was hired who had a background with the foster youth system. This has helped the college establish better connections with campus foster youth and better identify and prioritize needs for this population.
- As part of the awareness that developed, the campus committed to giving foster youth priority for both the EOPS and Aid For School (AFS) programs.

Foster youth were identified as disproportionately impacted in the Access and Course Completion success indicators under the Equity Plan scheme. Information on current and former Foster youth for the Degrees and Certificates and Transfer indicators was not available from the DataMart for the cohort year of 2012-13 that was identified for the base year. While the CCCCO will likely gather more reliable data on Foster youth, going by information obtained through investigation of foster youth issues, we suspect that success in these areas is also low. Thus, the campus has selected foster youth as a continued area of focus.

Economically Disadvantaged/Poverty

As a rural community college, poverty is prevalent. In 2014-15 the SSEC, after much discussion identified a number of areas where the economic conditions affect our students and student learning. The following is a list of some of the issues that the committee identified:

- There are women who bring their children to campus with them. According to the U.S. Census for the Barstow area, there are a number of women with children under the age of five who live in poverty. The committee felt there may be a relationship between this statistic in our community and the fact that we have a number of women who bring their children with them to campus. Our disproportionate impact study indicates females as a target group in both ESL/Basic Skills completion and Degree/Certificate completion.
- Observations in counseling were that we had students who enroll after the cutoff for EOPS. These students meet the criteria for financial need but are not able to enroll for EOPS until the following term. Additionally, students may not meet the criteria for EOPS for other reasons, but still have a financial need. Further, indications were that EOPS was probably only servicing about one third of the students who met the financial need portion of their criteria. The committee wanted to investigate all of this and develop a program that may help to fill some of the gaps.

- Based on the Bachelor's degree attainment in the area as reported by the U. S. Census, most of our students are first time, first generation. This is common among economically disadvantaged populations. The committee felt this may create other equity issues for our economically disadvantaged students.

In December of 2014, two groups looked at the issues surrounding economic disadvantage at BCC. The first was a sub-committee of the SSEC. This group met and discussed issues and interventions. The second group was a broad based work group which established our campus based Aid for School (AFS) program. The committee swiftly took action and developed, with the help of EOPS staff, a program to service some of the students not currently being serviced by EOPS. In spring of 2015, approximately 35 students took advantage of the program. By fall of 2015, the program had grown to over 70. In 2014-15 approximately 40% of the equity budget for BCC was spent on direct to student services for this program.

Again according to the U.S. Census for the Barstow area Bachelor's degree attainment is low. The disproportionate impact study for this year's Equity report indicated Economically Disadvantage as an issue for both the Access and Transfer success indicators.

Distance Education

The 2014-15 report for Equity established lower success rates for students in distance education courses than traditional. BCC teaches approximately 50% of their courses in an online format. Since this may create additional disparities for some populations, the SSEC chose this as an area of focus within equity for study. As noted in several areas of this report, additional information is necessary to begin identifying, dissecting and addressing the issues related to distance education and the barriers or gaps that may exist within this course delivery model.

In 2014-15 campus work in this area included the following:

- Barstow Community College became part of the OEI pilot for online tutoring through Net Tutor. This is an important initiative given the number of online courses offered.
- The Distance Education committee developed some best practices that were forwarded and accepted by the Academic Senate.
- The campus improved and expanded their use of ProctorU and in fall of 2015 the bookstore began selling ProctorU access cards.
- The Distance Education committee is also looking at its current online delivery system, Moodle, and comparing it to Canvas. This review may result in changes that help to improve outcomes for online students.

Continued work in this area is important. In order to further develop and enhance online services a Dean of Distance Education is proposed, with the salary paid jointly from Equity and General Fund. Improving consistency and sustainability in this area is important. Adding the position to oversee these efforts demonstrates a commitment to both.

Distance Education was identified as a key component to the Course Completion and ESL/Basic Skills success indicators.

Activities, Funding and Evaluation: Affecting Several Indicators

Activities F: Activities Affecting Several Indicators

F.1

FOSTER YOUTH

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

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

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
F.1	Current or Former Foster Youth	14 (Combined from indicators)

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
Continue to research and support Foster Youth initiatives started as part of the 2014-15 Equity Plan	Significant knowledge, motivational and structural gaps exist that require additional supports for the Foster Youth population.	_X_ **Increased Research** _X__ **Intervention** _X__ **Augmentation** ___ **Other**	**Research/Intervention/Augmentation** Support and promote success for Foster Youth by sustaining the activities initiated in 2014-15, including: - Working with local community groups and agencies servicing foster youth - Supporting success with programs and services through EOPS and local AFS programs Review and support services to ensure successful navigation and completion of college processes

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: Concerns exist based on both academic research and local experience indicate that Foster Youth may lack the knowledge and exposure to knowledge that provides a basis for successful navigation of college coursework and systems. **Motivational Gap:** For some Foster Youth, experiences related to their Foster Youth placements can affect motivation and successful or informed decision making. **Structural Gap:** Foster Youth often lack the support and direction needed to navigate college systems. Support services are needed to assist these students in successfully access and successfully complete within college systems.	Significant knowledge, motivational and structural gaps exist that require additional supports for the Foster Youth population.	**Human:** Research Specialist/Data Analyst is needed to expand our institutional knowledge of this population. Additional Counseling support is needed to expand and improve contact with Foster Youth. **Physical:** N/A **Technology:** N/A **Financial:** • Financial resources are necessary to support the positions proposed. • Funds are required to support the AFS program, which is an additional support for Foster Youth students who may not make deadlines or requirements for EOPS. • Funds for professional development may also be needed.

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity F.1.1	What supports will assist in successful access, course and degree completion for the target population?	Summer 2016	Results will inform adjustments to current courses, programs, and processes related to success for Foster Youth
Activity F.1.2	How can we become an affective partner within the community to help improve overall success for local Foster Youth?	Summer 2016	Develop local partnerships that: • Expand our knowledge and improve access for foster youth to a local network of services Improve our knowledge of service gaps that may inform our approach to support services for our local Foster Youth population

ECONOMICALLY DISADVANTAGED

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

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

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
F.2	Economically Disadvantaged	95 (Combined from indicators)

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
Continue to support Economically Disadvantaged students through continued research, intervention and Aid For School (AFS) program support	Research is necessary to inform the college about the knowledge and structural gaps and how processes and support can be established to help students succeed. Support structures need to be implemented that support and inform target population.	_X_ **Increased Research** _X__ **Intervention** _X__ **Augmentation** ___ **Other**	**Research/Intervention/Augmentation** - Improve data collection and research of issues facing Economically Disadvantaged students, including: 　o Support systems 　o Processes 　o Course delivery methods - Continue to support Economically Disadvantaged students through the AFS program

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: Due to the low degree attainment for the area, and the economic disparities of the community, it is deduced that many students are likely first time, first generation and that there are significant knowledge gaps about processes, coursework, degrees/certificates and transfer. **Motivational Gap:** Unaware of motivational gaps for this group. **Structural Gap:** Structural process gaps may exist. Further research is necessary to establish what they are and what is needed.	Research is necessary to inform the college about the knowledge and structural gaps and how processes and support can be established to help students succeed. Support structures need to be implemented that support and inform target population.	**Human:** Research Specialist/Data Analyst is needed to expand our institutional knowledge of this population. Additional Counseling support is needed to expand and improve contact with Economically Disadvantaged Students. **Physical:** N/A **Technology:** N/A **Financial:** • Financial resources are necessary to support the positions proposed. • Funds are required to support the AFS program, which is an additional support for Economically Disadvantaged students who may not make deadlines or requirements for EOPS. • Funds for professional development may also be needed.

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity F.2.1	Are there knowledge or structural barriers not yet identified for local Economically Disadvantaged students?	Summer 2016	Make suggested improvements to next year's plans or modify existing processes or interventions as possible.
Activity F.2.2	Are current programs and interventions effective in supporting Economically Disadvantaged students?	Summer 2016	The SSEC will make suggestions on support programs, interventions and services based on findings. Adjustments will be made as needed.

DISTANCE EDUCATION

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

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

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
F.3	Females	8
	American Indian	2
	Black or African American	486
	Former or Current Foster Youth	6
	Native American/Pacific Islander	9

Activity Implementation Plan

Activity	Inquiry/Self-Assessment	Category	Notes
Through collaboration, establish informed and sustainable goals, activities and guidelines that improve outcomes for target populations in Distance Education	Significant research, consideration and dialog is necessary to develop sustainable outcomes for the target populations and to close the gaps identified.	_X_ **Increased Research** _X__ **Intervention** _X__ **Augmentation** ___ **Other**	**Research/Intervention/Augmentation** • Hire a Dean of Distance Education • Members of the SSEC will work collaboratively with the Distance Education Committee to identify and develop areas of improvement in online education. • May involve professional development.

- *Link to Goal*

Gap Analysis (Knowledge, Motivational and Structural Gaps)	Connection to Goal	Resources Needed to Close Gap
Knowledge Gap: BCC has a number of students who come in below college level in English and math. This creates a knowledge gap in a number of areas that affect course completion in Distance Education courses. **Motivational Gap:** Much research has been conducted that indicates that students may lack the motivation to achieve English and Math competency if significantly below college level. **Structural Gap:** Structural process gaps may exist. Further research is necessary to establish what they are and what is needed.	Research is necessary to inform the college about the knowledge and structural gaps and how processes and support can be established to help students succeed. Support structures need to be implemented that support and inform target population.	**Human:** Research Specialist/Data Analyst is needed to expand our institutional knowledge of this population. Additional Counseling support is needed to expand and improve contact with Economically Disadvantaged Students. **Physical:** N/A **Technology:** N/A **Financial:** • Financial resources are necessary to support the positions proposed. • Funds are required to support the AFS program, which is an additional support for Economically Disadvantaged students who may not make deadlines or requirements for EOPS. • Funds for professional development may also be needed.

- *Evaluation*

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity F.3.1	Do online courses as a mode of delivery decrease success for some target populations?	Fall 2016	Collaboratively recommend changes, develop interventions, and inform best practices
Activity F.3.2	What best practices, or interventions would improve success for the identified target populations?	Fall 2016	The SSEC will work with other stakeholders to identify and recommend improvements.

Summary Budget

Funding Summary for All Areas

The majority of the 2015-16 budget is spent on salaries and direct to student support. Some funding was also allocated to supplies and materials, and professional development.

Salaries support some direct program and student contact, and others are specifically coordination. Many direct links have already provided. In this area we will focus on coordination.

Coordination is important. Through coordination, the campus works to imbed and sustain programs by working together to support student learning and success. This includes:

- Budgeting, purchasing and being fiscally responsible
- Planning, executing and following up on goals and activities
- Initiating and coordinating campus-wide dialog
- Support staff that interface and direct students to the appropriate services

Direct student support for our purposes was identified as salaries related to counseling and direct student aid for services directly provided to students. Examples of direct services include:

- Textbooks
- Meal Vouchers
- Transportation

A summary breakdown is as follows:

Salaries & Benefits:	$294,506
Supplies & Materials:	$ 1,000
Professional Development:	$ 2,500
Direct Student Support:	$ 85,000
	$383,006

Summary Evaluation

Assessment and Evaluation of the Progress on Outcomes and Plan Processes and Systems

June through August 2016

The Student Equity and Success Committee will review the evidence collected on the activities and action plans and create a report to the College to be shared on All College Day. Annual updates to the plans contemplated for submission to the CCCCO will be considered and reviewed.

September 2016

The SSEC will outreach to the program review committee, student learning outcomes committee, institutional effectiveness committee to review the action plans for the academic year and the way which findings from the Equity Plan and the Student Success Plan can be used to improve decision-making and better allocate resources.

October 2016

Governance committees with reflect on the plans and establish steps to incorporate the equity and SSSP plans into decision making. The SSEC will review its research and information technology agendas for alignment with the goals and activities and make necessary adjustments. The SSEC will work with the IT department and the dean of institutional effectiveness to assure the agenda is met. Annual plan updates to the state will be filed.

November 2016

Sub committees of the SSEC will be created to progress monitor the steps taken in the actions and will act as the liaisons with the governance committees.

December 2016

A report on the steps to be taken will be shared with the college governance council for feedback and direction.

January through March 2017

The SSEC will, in cooperation with the Office of Institutional Effectiveness, will conduct the research necessary to evaluate the progress on the goals and to examine the effectiveness of the plan for further implementation

April 2017

The Office of Institutional Effectiveness will generate a report on the progress on the plans and the effectiveness of the plans. The SSEC will review the plan and brainstorm new activities and alternative processes to improve productivity and efficiency of the plan.

May 2017

The SSEC will begin the evaluation process over again for implementation in the 2017-2018 academic year.

Summary Evaluation Schedule and Process

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity A.1.1 (Added Research)	Why do students complete applications yet fail to enroll? Do students from disproportionately impacted groups feel efficacious about navigating the college processes to access programs and services? (Social capital)	Each Semester	Make necessary changes to post application services that will increase the numbers of students electing to enroll. Make adjustments to the admissions and pre-admissions processes to increase number of applications (and enrollments).
Activity A.1.2 (Increased Marketing and Outreach)	What are the best ways to outreach and market the colleges programs to disproportionately impacted groups?	Each Semester	Discover more meaningful ways to outreach to student groups to encourage application and enrollment.
Activity A.1.3 (College and Peer Counselors)	What level of student contact is needed to help disproportionately impacted students through the SSSP process?	Each Semester	Identify and share ways to connect with target students in real time and face to face venues that will encourage persistence through the SSSP process.
Activity A.2.1	What is the capture rate of the target populations?	Spring 2017	Develop the appropriate interventions for target populations based on the outcome of the research.
Activity A.2.2	Can community partnerships inform and improve the college's connections to target populations?	Spring 2017	Invest in community partnerships that assist in improving local awareness of BCC programs and services, especially for target groups.
Activity B.1.1	What problems exist within the early alert process for faculty? For students?	Spring 2017	Establish interventions related to improving the use of the early alert system, and the effectiveness of the early alert intervention with students.
Activity B.1.2	What are the issues related to completion for the target groups?	Spring 2017	Collect data and investigate the reasons students from the target groups are not completing their courses.
Activity B.2.1	How can more directed efforts in instructional services improve the success for target populations in course completion?	Fall 2017	Build and direct supports in pedagogy and methodology that improve support and success for target populations.

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity B.3.1	What can we learn about the target populations that help us better understand the disparities that exist?	Fall 2017	Use the research to inform processes and develop interventions necessary to assisting populations in reaching higher rates of course completion.
Activity B.3.2	What interventions would be effective in helping target populations improve course completion?	Fall 2017	Plan and implement interventions that address the completion gaps for students in target populations.
Activity C.1.1	What intrusive interventions will improve student success for students in the target groups in the area of outside classroom supports? What in class interventions hold the most promise for students?	Fall 2016	Develop and test intrusive interventions that are aimed at improving outcomes for students in the key target populations with both in-class and out of class foci.
Activity C.1.2	Can targeted interventions for distance education that encourage students to come to the on campus computer centers and assist in at-home access to high speed internet providers to improve outcomes for the identified at-risk populations?	Fall 2016	Implement and evaluate online interventions and make adjustments based on outcomes.
Activity C.2.1	What structural gaps exist that may be preventing students from succeeding in ESL/Basic Skills courses?	Spring 2016	The results will be used to make adjustments to processes and modes of delivery, as well as provide insight for developing the interventions necessary to assist students in the identified at-risk populations to be successful.
Activity C.2.2	What are the learning methods that most resonate with students of color and how can the pedagogies be included in class and in online learning environments?	Spring 2016	The information will provide alternate methods to deliver the math and English sequence that take into consideration out of class issues? The traditional 16 week and 8 week models are effective for some, but other accelerated and self-paced models might help students with transportation and income issues complete the course content and

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
			demonstrate mastery in different ways.
Activity C.3.1	How can BCC make sustainable improvements for ESL/Basic Skills students in the target groups?	Fall 2016	Make recommended adjustments and develop necessary interventions that lead to sustainable improvements.
Activity C.3.2 Support practices that sustain long term progress for DE target students.	What general education distance education courses are students most successful in during the first semesters after initial enrollment?	Fall 2016	Identify and enroll students in online courses that have the highest success rates in the early semesters at the college.
Activity D.1.1	Where are the degree/certificate fall-out points that impact target student groups?	Fall 2016	Develop interventions to assist students in the identified target groups in completing degrees and certificates.
Activity D.1.2	Why do students fail to persist at key momentum/tipping points?	Fall 2016	Develop interventions to assist students in the identified target groups in completing degrees and certificates.
Activity D.2.1	What completion barriers exist for the target populations?	Fall 2016	Share the information and begin developing interventions that improve completion for the target groups.
Activity D.2.2	Is there a motivational or structural gap that needs to be addressed for the target populations?	Fall 2016	Share the information and establish next steps based on research outcomes.
Activity D.3.1	How can students learn the role of education plans in their progress towards degrees or certificates?	Fall 2016	Share the information and begin developing interventions that improve completion using the SSSP process as a guide.
Activity D.3.2	Is there a motivational or structural gap that needs to be addressed for students when original educational goals no longer are a viable option?	Fall 2016	Examine the habits of mind and grit qualities that would most help students at BCC.
Activity E.1.1	Do students know of the option of a bachelor's degree? How do we improve transfer rates for target populations?	Fall 2016	Increased selection of transfer as an educational option.

Activity	What Questions Will We Answer?	What is the Timeline for Review?	What Will We Do with the Results
Activity E.1.2	Are there process or other barriers that are inhibiting transfer rates among target groups that the college can assist (e.g. transition and relocation or the addition of additional partnerships for low cost baccalaureate degrees	Fall 2016	Increase in the number of successful transfers to four year baccalaureate institutions.
Activity F.1.1	What supports will assist in successful access, course and degree completion for the target population?	Summer 2016	Results will inform adjustments to current courses, programs, and processes related to success for Foster Youth
Activity F.1.2	How can we become an affective partner within the community to help improve overall success for local Foster Youth?	Summer 2016	Develop local partnerships that: • Expand our knowledge and improve access for foster youth to a local network of services • Improve our knowledge of service gaps that may inform our approach to support services for our local Foster Youth population
Activity F.2.1	Are there knowledge or structural barriers not yet identified for local Economically Disadvantaged students?	Summer 2016	Make suggested improvements to next year's plans or modify existing processes or interventions as possible.
Activity F.2.2	Are current programs and interventions effective in supporting Economically Disadvantaged students?	Summer 2016	The SSEC will make suggestions on support programs, interventions and services based on findings. Adjustments will be made as needed.
Activity F.3.1	Do online courses as a mode of delivery decrease success for some target populations?	Fall 2016	Collaboratively recommend changes, develop interventions, and inform best practices
Activity F.3.2	What best practices, or interventions would improve success for the identified target populations?	Spring 2016	The SSEC will work with other stakeholders to identify and recommend improvements.

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ATTACHMENT C: GUIDELINES FOR MEASURING DISPROPORTIONATE IMPACT IN EQUITY PLANS
CALIFORNIA COMMUNITY COLLEGES CHANCELLORS' OFFICE
AUGUST 2015 REVISION

INTRODUCTION AND REGULATORY AND STATUTORY REFERENCES

This document presents two methodologies to measure disproportionate impact for disaggregated subgroups within the California Community Colleges (CCC) student population. The two methodologies will be demonstrated using cohorts and outcomes from the California Community Colleges Chancellor's Office (CCCCO) Data Mart.

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)]

Colleges are directed to establish a program of institutional research for ongoing evaluation of its matriculation process to ensure compliance. Title 5 states that: " 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 5 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.

DATA ELEMENTS AND ANALYSIS

Two methodologies can be used to measure disproportionate impact – proportionality and the 80% Rule. Both methodologies compare a disaggregated subgroup's presence in a cohort to its corresponding presence in its related outcome group. Proportionality is recommended as a preferred methodology and is presented in the body of this document. The 80% Rule methodology can also be used if preferred, and is presented in the next section.

There are five success indicators outlined in the CCCCO Equity Plan with which to assess disproportionate impact:
- Access;
- Course completion;
- ESL and Basic Skills Completion;
- Degree and Certificate Completion; and
- Transfer.

The following six disaggregated student subgroups are specified in Senate Bill 680:
- Gender;
- Foster youth;
- Disability;
- Low-income;
- Veteran; and
- Race-ethnicity.

Data for some of the success indicators and student categories are available from two CCCCO sources: The Data Mart and Data on Demand. The Data Mart is fully available to the public and provides information about students, courses, student services, outcomes and faculty and staff. The purpose of the Data Mart is to answer the questions of administrators, educators, parents, students, state leaders, and professional organizations. Data on Demand provides the Scorecard data sets for researchers at the colleges and is password-protected. Specific steps to access data from the Data Mart and Data on Demand are detailed in the Data Procedures section.

Table 1 lists the success indicators and student categories available from the two data sources. Six of the eight success indicators presented below are contained in the CCCCO Scorecard. The Scorecard is the latest version of the Accountability Reporting for the Community Colleges (ARCC), the annual report produced by the

California Community Colleges Chancellor's office to meet the requirements of Assembly Bill 1417. This performance measurement system contains a set of success indicators for the system and its colleges.

Scorecard success indicators - available from Data on Demand - include Remedial English, Remedial ESL, Remedial Math, and Completion. Subcomponents of the Scorecard Completion outcome are available for analysis: 1) certificates awarded, 2) degrees awarded, and 3) transfer to a four-year college. The Scorecard methodology is available here. The Data-On-Demand file layouts are available here.

Two success indicators – Course Retention and Success and Transfer Velocity – are system wide indicators available from the Data Mart.

There are no CCCCO data sources for the Access indicator.

Table 1. CCCCO Data Sources for Student Categories and Success Indicators

Success Indicator	Student Category					
	Gender	Ethnicity	Foster Youth	Disabled	Low-Income	Veterans
Course Completion	DM[a] Course Retention/ Success Rate	DM Course Retention/ Success Rate				
	DOD[b] Scorecard Remedial English	DOD Scorecard Remedial English		DOD Scorecard Remedial English	DOD Scorecard Remedial English	
	DOD Scorecard Remedial ESL	DOD Scorecard Remedial ESL		DOD Scorecard Remedial ESL	DOD Scorecard Remedial ESL	
	DOD Scorecard Remedial Math	DOD Scorecard Remedial Math		DOD Scorecard Remedial Math	DOD Scorecard Remedial Math	
Degree and Certificate Completion	DOD Scorecard Completion (Associate Degree)	DOD Scorecard Completion (Associate Degree)		DOD Scorecard Completion (Associate Degree)	DOD Scorecard Completion (Associate Degree)	
	DOD Scorecard Completion (Certificate)	DOD Scorecard Completion (Certificate)		DOD Scorecard Completion (Certificate)	DOD Scorecard Completion (Certificate)	
Transfer	DM Transfer Velocity	DM Transfer Velocity		DM Transfer Velocity	DM Transfer Velocity	
	DOD Scorecard Completion (Transfer)	DOD Scorecard Completion (Transfer)		DOD Scorecard Completion (Transfer)	DOD Scorecard Completion (Transfer)	

[a] Data Mart
[b] Data-On-Demand

PROPORTIONALITY METHODOLOGY

Calculating disproportionality for Disaggregated Ethnicity Subgroups Using the Transfer Rate.

The proportionality methodology will be demonstrated using transfer rate disaggregated by ethnicity. All other proportionality calculations are performed similarly with counts and percentages of subgroups in the cohort and outcome groups.

The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort.   The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

Table 2. Proportionality Index Interpretation

Proportionality Index	Interpretation
1.0	Proportions of subgroups are equal.
Less Than 1.0	Subgroup is less prevalent in the outcome group.
More Than 1.0	Subgroup is more prevalent in the outcome group.

Transfer rates were obtained from the CCCCO Data Mart Transfer Velocity metric. Table Three presents the counts and percentages of the initial student cohort beginning in Academic Year 2008-09 (column "Cohort Count") who were then tracked for six years. The counts in the column "Transfer Count" are the numbers of students from the cohorts who transferred to a four-year college anytime within those six years. Filipino counts are counted within the "Asian" ethnicity category.

Table 3. Ethnic Proportionality of Successful Transfer

Ethnicity	Cohort Count	Cohort Percentage	Transfer Count	Transfer Percentage	Proportionality
African-American	7,490	0.05398	2,566	0.04875	0.90
American Indian/Alaskan Native	1,079	0.00778	314	0.00597	0.77
Asian	21,674	0.15620	10,765	0.20453	1.31
Hispanic	43,329	0.31226	12,662	0.24057	0.77
Multi-Ethnicity	29	0.00021	12	0.00023	1.09
Pacific Islander	1,303	0.00939	452	0.00859	0.91
Unknown	15,185	0.10943	6,034	0.11464	1.05
White Non-Hispanic	48,671	0.35076	19,828	0.37672	1.07
Total	138,760	1.00000	52,633	1.00000	

Bensimon and Malcom-Piqueux (2014) specified a cutoff of 0.85 to identify performance below equity when proportionality is used as a performance measure.
Based on a cutoff of 0.85, there is disproportionate impact in transfer rate among two ethnic subgroups: American Indian/Alaskan Native and Hispanic.

The 80% Rule methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was use in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered an adverse – or disproportionate - impact.

The 80% Rule methodology will be demonstrated using transfer rate disaggregated by ethnicity. All other 80% Rule calculations are performed similarly with counts of subgroups in the cohort and outcome groups.

Transfer rates were obtained from the CCCCO Data Mart Transfer Velocity metric. Table One presents the counts and transfer percentages of the student cohorts beginning in Academic Year 2008-09 who were then tracked for six years.

In Table One, the counts in the column "Transfer Count" are the numbers of students from the cohorts who transferred to a four-year college anytime within those six years. Filipino counts are counted within the "Asian" ethnicity category.

Table 1. Transfer Rate Disaggregated by Ethnic Subgroup

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage
African-American	7,490	2,566	0.34
American Indian/Alaskan Native	1,079	314	0.29
Asian	21,674	10,765	0.50
Hispanic	43,329	12,662	0.29
Multi-Ethnicity	29	12	0.41
Pacific Islander	1,303	452	0.35
Unknown	15,185	6,034	0.40
White	48,671	19,828	0.41
Total	138,760	52,633	0.38

Using this methodology, the percentage of each disaggregated subgroup attaining the desired outcome (i.e., transfer percentage) is calculated by dividing the transfer frequency into the cohort frequency (Table One). The second step of the methodology compares the transfer percentage of each non-reference disaggregated subgroup to the transfer percentage of a reference subgroup. The 80% Rule index is calculated by dividing the transfer percentage of a non-reference subgroup into the transfer percentage of the reference subgroup.   A result of less than 80 percent is considered evidence of a disproportionate impact.

The 80% Rule methodology requires that a reference group be designated against which the performances of all other disaggregated subgroups are compared. The methodology was devised in 1987 to identify disparate impact on hiring across ethnic categories. At that time the largest subgroup – Whites – was also disproportionately hired at higher rates.

When these conditions hold - the largest subgroup is also most likely to be the highest percentage in the outcome condition – then the 80% Rule methodology is useful.

When these conditions do not hold the 80% Rule is less useful. For example, in the case of transfer the highest performing group – Asians – is not the largest group. Relatedly, the largest ethnic subgroup - Whites – is not the highest performing subgroup. One is then faced with a conundrum: Should the reference group be the largest or the highest performing? The reference group choice can have a dramatic effect on which ethnic subgroups fall below the 80-percent cutoff.   Some researchers use the overall rate as the reference group in this case.

Tables Two through Four present the 80% Rule calculations using three different reference groups: the highest performing, the largest, and the overall rate.

Table 2. 80-Percent Index With Highest Performing Reference Group (Asian)

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage	80-Percent Index
African-American	7,490	2,566	0.34	0.69
American Indian/Alaskan Native	1,079	314	0.29	0.59
Asian	**21,674**	**10,765**	**0.50**	**1.00**
Hispanic	43,329	12,662	0.29	0.59
Multi-Ethnicity	29	12	0.41	0.83
Pacific Islander	1,303	452	0.35	0.70
Unknown	15,185	6,034	0.40	0.80
White	48,671	19,828	0.41	0.82
Total	138,760	52,633	0.38	

Table 3. 80-Percent Index With Largest Reference Group (White)

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage	80-Percent Index
African-American	7,490	2,566	0.34	0.84
American Indian/Alaskan Native	1,079	314	0.29	0.71
Asian	21,674	10,765	0.50	1.22
Hispanic	43,329	12,662	0.29	0.72
Multi-Ethnicity	29	12	0.41	1.02
Pacific Islander	1,303	452	0.35	0.85
Unknown	15,185	6,034	0.40	0.98
White	**48,671**	**19,828**	**0.41**	**1.00**
Total	138,760	52,633	0.38	

Table 4. 80-Percent With Overall Rate Reference Group

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage	80-Percent Index
African-American	7,490	2,566	0.34	0.90
American Indian/Alaskan Native	1,079	314	0.29	0.77
Asian	21,674	10,765	0.50	1.31
Hispanic	43,329	12,662	0.29	0.77
Multi-Ethnicity	29	12	0.41	1.09
Pacific Islander	1,303	452	0.35	0.91
Unknown	15,185	6,034	0.40	1.05
White	48,671	19,828	0.41	1.07
Total	**138,760**	**52,633**	**0.38**	**1.00**

Using the highest-performing subgroup (Table Two) as the reference creates the largest number of ethnicities below the 80-percent cutoff: African-American, American Indian/Alaskan Native, Hispanic, and Pacific-Islander. Using the largest ethnic subgroup (Table Three) or the overall rate (Table Four) place the same ethnicities below the 80-percent cutoff: American Indian/Alaskan Native and Hispanic.

Course Completion

1. Access the CCCCO Data Mart.
2. Under the "Outcomes" heading, click on "Enrollment Retention and Success Rate."
3. From the "Select State-District-College" drop down list, select "Collegewide Search."
4. From the "Select District-College" drop down list, select your college.
5. From the "Select Term" drop down list, select a term. Often, the most recent fall term is selected as a representative term. You may want to combine several to terms to obtain academic year counts.
6. From the "Select Program Type" drop down list, select "All TOP Codes."
7. From the "Select Instruction Method" drop down list, select "All."
8. Click the "View Report" button.
9. Under the "Report Format Selection Area" heading toward the bottom of the web page, select the "Course Status" most applicable to your analysis. It is recommended that you select only one type of course status to simplify the subsequent processing. You may select one or more of the course statuses and report them separately or combine them into one cohort.
10. Gender. Also under the "Report Format Selection Area" heading in the lower left of the page, check the "Gender" option under the "Demographic Options" heading.
11. Click the "Update Report" button to the lower right of the web page.
12. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
13. Open the Excel file when completed to examine, and save as an Excel file.
14. Deselect the "Gender" option under the "Demographic Options" heading.
15. Ethnicity. Check the "Ethnicity" option under the "Demographic Options" heading.
16. Click the "Update Report" button.
17. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
18. Open the Excel file when completed to examine, and save as an Excel file.
19. For each of the saved files, calculate the percentages of each subgroup in the original cohort and the percentages of each subgroup in the outcome group.
20. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Remedial English

1. Access the Research, Analysis & Accountability web page.
2. Click the "Data on Demand" button on the lower left of the web page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Remedial English."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009';
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.

      b.   To create the ethnicity subgroups, use the "RACE" data element with the following labels:
- i. 'A' ,'F' = 'Asian';
- ii. 'B' = 'African American';
- iii. 'H' = 'Hispanic';
- iv. 'N' = 'American Indian/Alaskan Native';
- v. 'P' = 'Pacific Islander';
- vi. 'T' = 'Two Or More Races';
- vii. 'W' = 'White'; and
- viii. 'X' = 'Unknown';

      c.   For the disabled subgroup, use the "DSPS" data element:
- i. 'Y' = 'Yes'; and
- ii. 'N' = 'No.'

      d.   To create the low-income subgroup, use the "ECON_DIS" data element:
- i. 'Y' = 'Yes'; and
- ii. 'N' = 'No.'

14. Cross tabulate each of the disaggregated subgroups with the data element "DEGREE_APP."
      a.   If the cross tabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
      a.   Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
      b.   Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
      c.   Calculate the percentages of each subgroup in the "Outcome" group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Remedial ESL

1. Access the [Research, Analysis & Accountability](#) web page.
2. Click the "Data On Demand" button on the lower left of the web page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data On Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Remedial ESL."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009';
13. Define the disaggregated subgroups:
      a.   To define the gender subgroup, use the "GENDER" data element:
- i. "F" = 'Female';
- ii. 'M' = 'Male; and
- iii. 'X' = 'Unknown.

      b.   To create the ethnicity subgroups, use the "RACE" data element with the following labels:
- i. 'A','F' = 'Asian';
- ii. 'B' = 'African American';
- iii. 'H' = 'Hispanic';
- iv. 'N' = 'American Indian/Alaskan Native';
- v. 'P' = 'Pacific Islander';

      vi.   'T' = 'Two Or More Races';

     vii.   'W' = 'White'; and

    viii.   'X' = 'Unknown';

  c.   For the disabled subgroup, use the "DSPS" data element:

       i.   'Y' = 'Yes'; and

      ii.   'N' = 'No.'

  d.   To create the low-income subgroup, use the "ECON_DIS" data element:

       i.   'Y' = 'Yes'; and

      ii.   'N' = 'No.'

14. Cross tabulate each of the disaggregated subgroups with the data element "DEGREE_APP."

  a.   If the cross tabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.

15. Calculate the percentages:

  a.   Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.

  b.   Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.

  c.   Calculate the percentages of each subgroup in the "Outcome" group.

16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Remedial Math

1.   Access the [Research, Analysis & Accountability](#) web page.

2.   Click the "Data on Demand" button on the lower left of the web page.

3.   Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)

4.   Click the "Accountability" tab.

5.   Click the "Scorecard" option on the selection bar.

6.   From the "Select College" drop down list, select the college of your choice.

7.   From the "Select File Type" drop down list select "Remedial Math."

8.   In the "Select Report Year" drop down list the system defaults to "2015."

9.   Click the "Create Text File" button.

10. Open the file to examine and save as a text file.

11. Import the text file into Excel, SPSS, SAS or other application for analysis.

12. Select records with a Cohort Year of '2008-2009';

13. Define the disaggregated subgroups:

  a.   To define the gender subgroup, use the "GENDER" data element:

       i.   "F' = 'Female';

      ii.   'M' = 'Male; and

     iii.   'X' = 'Unknown.'

  b.   To create the ethnicity subgroups, use the "RACE" data element with the following labels:

       i.   'A','F' = 'Asian';

      ii.   'B' = 'African American';

     iii.   'H' = 'Hispanic';

     iv.   'N' = 'American Indian/Alaskan Native';

      v.   'P' = 'Pacific Islander';

     vi.   'T' = 'Two Or More Races';

     vii.   'W' = 'White'; and

    viii.   'X' = 'Unknown';

  c.   For the disabled subgroup, use the "DSPS" data element:

       i.   'Y' = 'Yes'; and

      ii.   'N' = 'No.'

d. To create the low-income subgroup, use the "ECON_DIS" data element:
    i. 'Y' = 'Yes'; and
    ii. 'N' = 'No.'

14. Cross-tabulate each of the disaggregated subgroups with the data element "DEGREE_APP."
    a. If the cross-tabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.

15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
    c. Calculate the percentages of each subgroup in the "Outcome" group.

16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Associate Degree

1. Access the [Research, Analysis & Accountability](#) web page.
2. Click the "Data on Demand" button on the lower left of the page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Completion."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009'.
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A','F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'

14. Cross tabulate each of the disaggregated subgroups with the data element "AA_FLAG."
    a. If the cross tabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.

15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
    c. Calculate the percentages of each subgroup in the "Outcome" group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Certificate

1. Access the [Research, Analysis & Accountability](#) web page.
2. Click the "Data on Demand" button on the lower left of the page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Completion."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009'.
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A','F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
14. Cross tabulate each of the disaggregated subgroups with the data element "CERT_FLAG."
    a. If the cross tabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
    c. Calculate the percentages of each subgroup in the "Outcome" group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Data Mart Transfer Velocity:
1. Access the CCCCO Data Mart.
2. Under the "Outcomes" heading, click on "Transfer Velocity."
3. From the "Select State-District-College" drop down list, select "Collegewide Search."
4. From the "Select District-College" drop down list, select your college.
5. From the "Select Cohort Year" drop down list, select a cohort year.
6. From the "Select Years to Transfer" drop down list, select the number of years you want to use for the measurement period.
7. Click the "View Report" button.
8. Gender. Under the "Report Format Selection Area" heading, check the "Gender" option under the "Demographic Options" heading.
9. Click the "Update Report" button to the lower right of the web page.
10. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
11. Open the Excel file when completed to examine, and save as an Excel file.
12. Deselect the "Gender" option under the "Demographic Options" heading.
13. Ethnicity. Under the "Report Format Selection Area" heading, check the "Ethnicity" option under the "Demographic Options" heading.
14. Click the "Update Report" button.
15. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
16. Open the Excel file when completed to examine, and save as an Excel file.
17. Deselect the "Ethnicity" option under the "Demographic Options" heading.
18. Disabled. Select the "Disabled Students Programs & Services (DSPS)" option under the "Special Category" heading.
19. Click the "Update Report" button.
20. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
21. Open the Excel file when completed to examine, and save as an Excel file.
22. Dichotomize the variable by combing all types of disability into one count as "Yes" and use the row indicating nonparticipation for "No."
23. Deselect the "Disabled Students Programs & Services (DSPS)" option under the "Special Category" heading.
24. Low-Income. Select one of the three financial aid options under the "Special Category" heading to use as a proxy for low-income status.
25. Click the "Update Report" button.
26. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
27. Open the Excel file when completed to examine, and save as an Excel file.
28. Dichotomize the variable by combing all types of financial aid into one count as "Yes" and use the row indicating nonparticipation for "No."
29. For each of the saved files, calculate the percentages of each subgroup in the original cohort and the percentages of each subgroup in the outcome group.
30. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Data-On-Demand Scorecard Completion Transfer Subcomponent:
1. Access the Research, Analysis & Accountability web page.
2. Click the "Data On Demand" button on the lower left of the page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.

7. From the "Select File Type" drop down list select "Completion."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009'
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A','F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
14. Cross-tabulate each of the disaggregated subgroups with the scorecard metric "XFER_FLAG.
    a. If the cross-tabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
    c. Calculate the percentages of each subgroup in the "Outcome" group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

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 (Quick note: The all student group rate is subtracted from the disaggregated subgroup to avoid outcomes in which positive values represent a gap and negative values represent equal or higher success).

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 their 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.

The percentage point gap methodology is demonstrated below using transfer rate data disaggregated by ethnicity. Other percentage point gap calculations are performed similarly with the counts of subgroups in the cohort and outcome groups.

Transfer rates were obtained from the CCCCO Data Mart Transfer Velocity metric. Table One presents the counts and transfer percentages of the student cohorts beginning in Academic Year 2008-09 who were then tracked for six years.

Table One presents the results of a percentage point gap analysis. In the table, the counts in the column "Transfer Count" are the numbers of students who transferred to a four-year institution anytime within those six years. Filipino counts are counted within the "Asian" ethnicity category.

Table 1. Transfer Rate Disaggregated by Ethnic Subgroup

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage
African-American	7,490	2,566	0.34
American Indian/Alaskan Native	1,079	314	0.29
Asian	21,674	10,765	0.50
Hispanic	43,329	12,662	0.29
Multi-Ethnicity	29	12	0.41
Pacific Islander	1,303	452	0.35
Unknown	15,185	6,034	0.40
White	48,671	19,828	0.41
Total	138,760	52,633	0.38

Using this methodology, the percentage of each disaggregated subgroup attaining the desired outcome (i.e., transfer percentage) is calculated by dividing the transfer frequency into the cohort frequency (Table One). The second step of the methodology compares the transfer percentage of each non-reference disaggregated subgroup to the transfer percentage of all students.

The 'Percentage Point Gap' column is calculated by subtracting the transfer rate for all students (38%) from the transfer rate of each disaggregated subgroup. For example, the percentage point gap for Asians is calculated by subtracting 38 from 50, which equals +12. This indicates that Asians experience transfer rates that are 12 percentage points above the overall transfer rate for all students. In this example, African-Americans, American Indians/Alaskan Natives, Hispanics, and Pacific Islanders experience gaps that are 3 percentage points or more below the overall transfer rate for all students, indicating that there are disparities in this area.

Table 2. Transfer Rate Disaggregated by Ethnic Subgroup

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage	Percentage Point Gap
African-American	7,490	2,566	34%	-4
American Indian/Alaskan Native	1,079	314	29%	-9
Asian	21,674	10,765	50%	+12
Hispanic	43,329	12,662	29%	-9
Multi-Ethnicity	29	12	41%	+3
Pacific Islander	1,303	452	35%	-3
Unknown	15,185	6,034	40%	+2
White	48,671	19,828	41%	+3
Total	138,760	52,633	38%	

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. For example, percentage point gap measurements can be translated to, "this gap would not have existed if 8 additional African American students had persisted to basic skills MAT 55." This statement 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 as "African American students have a proportionality index gap of 0.89 in MAT 55."* It is important to note that the former language should not be misunderstood as a quota or goal, as it is neither. 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.

* As highlighted here, the Proportionality Index (and other proportionality or share based measurements) does not easily allow the translation to numbers as the math starts to get complicated and would require unrealistic assumptions (e.g., only one target group can see an increase in the outcome measure, so that the total number of students achieving the outcome only increases by the number of additional students in the one target population. Problems then emerge if following the same process with a different subgroup.)

2015-16 Student Equity Plan Summary Budget
for fiscal year July 1, 2015 - June 30, 2016

District: Barstow CCD

College: Barstow College

Multi-college districts that use any portion of the Student Equity allocation to conduct equity-related activities at the district level must incorporate a description of those activities into at least one of their colleges' plan narrative, and also include related expenditures in that college's Summary Budget spreadsheet.

Attach the completed Summary Budget to the Student Equity Plan narrative. Email a copy of the entire plan (narrative and budget spreadsheet) and send two printed copies of the entire plan (one with original signatures) by mail, postmarked no later than Monday, November 23, 2015.

Email to:
studentequity@cccco.edu
Mail to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4400
Sacramento, CA 95811-6539

For technical questions related to adding lines to the spreadsheet or other format or entry questions, contact:
Barbara Kwoka at bkwoka@cccco.edu

For questions related to allowable expenditures, contact:
Debra Sheldon - dsheldon@cccco.edu

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This workbook contains 3 protected spreadsheets in the following order:

1 Do First   3 Part II: Planned Student Equity Expenditures
2 Part I: Student Equity Funding

Basic instructions:

You may enter data in spreadsheets 2-3. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II, you can unlock the spreadsheet by entering the *password* **budget1516**, and add additional rows. *However, care must be taken to insert rows in a way to ensure that the formulas in the totals and subtotals are correct and intact.* Please contact Barbara Kwoka at bkwoka@cccco.edu with any questions about the spreadsheet format.

Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.

Blue colored cells indicate a pre-populated cell and cannot be modified.

Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided. You do not need to include this instruction page with the plan.

2015-16 Student Equity Plan Summary Budget
Barstow CCD
Barstow College

Part I: Student Equity Funding *Enter whole numbers only*

Total 2015-16 College Student Equity Allocation $ 383,006

If applicable, for Multi-College Districts, Total 2015-16
Student Equity Allocation Reserved at the District Level

Part II: 2015-16 Planned Student Equity Expenditures $ 383,006

Balance 2015-16 College Student Equity Allocation $ -

2014-15 Student Equity Plan Summary Budget.
Part I: Funding
Specific Entry Instructions

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.

F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a mult-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.

F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.

F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.

0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.

+ If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

- If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

2015-16 Student Equity Plan Summary Bu
Barstow CCD
Barstow College

Part II: Planned Student Equity (SE) Expenditures

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

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)	# of Hours										
	Dean DE	12.00		$ -	$ -	$ -	$ 25,440	$ -	$ -	$ -	$ -	25,440
	Counselor (70% SSSP/30% Equity)	12.00		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 18,672	18,672
	#2515 Part Time Counselor	26.00		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 56,126	56,126
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		Subtotal		$ -	$ -	$ -	$ 25,440	$ -	$ -	$ -	$ 74,798	$ 100,238
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	#2118 Secretary SS&E (70%SS/30%E)	12.00		$ -	$ -	$ -	$ 10,998	$ -	$ -	$ -	$ -	10,998
	** Student Worker	15.00		$ 7,260	$ -	$ -		$ -	$ -	$ -	$ -	7,260
	**Tutor	40.00		$ -	$ -	$ -		$ -	$ -	$ 19,000	$ -	19,000
	Student Success & Equity Coord	12.00		$ -	$ -	$ -	$ 13,381	$ -	$ -	$ -	$ -	13,381
	#2100,2573 SS&E Advisors (70%SS/30%E)	24.00		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 25,466	25,466
	Research/Data Analyst	12.00		$ -	$ -	$ 18,065		$ -	$ -	$ -	$ -	18,065
	Supplemental Instruction	30.00		$ -	$ -	$ -		$ -	$ -	$ 11,880	$ -	11,880
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-

Part II: Planned Student Equity (SE) Expenditures

		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ 7,260	$ -	$ 18,065	$ 24,379	$ -	$ -	$ 30,880	$ 25,466	$ 106,050
3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	#2515 Part Time Counselor		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 8,014	8,014
	#2118 Student Success Secretary		$ -	$ -	$ -	$ 6,828	$ -	$ -	$ -	$ -	6,828
	#2100,2573 SS&E Advisors (70%SS/30		$ -	$ -	$ -	$ 22,767	$ -	$ -	$ -	$ -	22,767
	Dean DE		$ -	$ -	$ -	$ 9,000	$ -	$ -	$ -	$ -	9,000
	Counselor (70% SSSP/30% Equity)		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 17,123	17,123
	Student Success & Equity Coord		$ -	$ -	$ -	$ 11,380	$ -	$ -	$ -	$ -	11,380
	Tutors		$ -	$ -	$ -	$ -	$ -	$ -	$ 803	$ -	803
	Research/Data Analyst		$ -	$ -	$ 12,000		$ -	$ -	$ -	$ -	12,000
	Student Worker		$ 303	$ -	$ -	$ -	$ -	$ -	$ -	$ -	303
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ 303	$ -	$ 12,000	$ 49,975	$ -	$ -	$ 803	$ 25,137	$ 88,218
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Reference Materials & Supplies		$ -	$ -	$ -	$ 500		$ -	$ -	$ -	500
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ 500	$ -	$ -	$ -	$ -	$ 500
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Conference/Travel		$ -	$ -	$ -	$ -	$ -	$ 2,500	$ -	$ -	2,500
	Prepared Foods		$ 500	$ -	$ -	$ -	$ -	$ -	$ -	$ -	500
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-

Part II: Planned Student Equity (SE) Expenditures

	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal		$ 500	$ -	$ -	$ -	$ -	$ 2,500	$ -	$ -	$ 3,000

6000 Capital Outlay

	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7000 Other Outgo

	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
Direct to Student Support		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 85,000	85,000
		$ -	$ -	$ -	$ -	$ -	$ -	$ -		-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -		-
Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 85,000	$ 85,000

Grand Total		$ 8,063	$ -	$ 30,065	$ 100,294	$ -	$ 2,500	$ 31,683	$ 210,401	$ 383,006

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

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Part II: Planned Student Equity (SE) Expenditures

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

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