
Evergreen Valley College
Student Equity Plan

December 18, 2015

EVERGREEN VALLEY COLLEGES STUDENT EQUITY PLAN

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Signature Page

Evergreen Valley College Student Equity Plan Signature Page

District: _____ **Board of Trustees Approval Date:** _____

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

[Signature]

[College President Name]

Email

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

[Signature]

[College Chief Business Officer Name]

Email

[Signature]

[District Chief Business Officer¹]

Email

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

[Signature]

[Chief Student Services Officer Name]

Email

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

[Signature]

[Chief Instructional Officer Name]

Email

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.

¹ If the Colleges part of a multi-College district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the College plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

Executive Summary

EXECUTIVE SUMMARY

It is no coincidence that the first guiding principle with respect to Evergreen Valley's College Mission is equity, followed by opportunity and social justice. The College Mission states, *"With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens."* Whatever their gender, their ethnic background, or their personal struggles, the College is committed to empower and to prepare them to succeed academically and to be critically responsible global citizens. The resources provided by this program will help the institution to strengthen its efforts to more effectively support its mission.

This mission is met through a wide spectrum of educational experiences, flexible methodologies, and support services for our students. The mission statement provides the foundation for each student's experience as he or she progresses to transfer status, gains occupational and basic skills programs and encounters other student services within a diverse population.

The purpose of this Student Equity Plan is to support and move each student toward academic and personal achievement. By focusing on categorical programs, student equity, basic skills and student success and support program, students are ensured of many opportunities to achieve this success. This Equity Plan is created to further the College mission by focusing on the needs of student groups that have been historically underserved and may be disproportionately impacted. The Equity Planning process includes collecting and analyzing student success data disaggregated by ethnicity, gender and disability, foster youth status, veteran status and low-income status to pin point areas of strength and need. These data are then used to design a work plan that focuses on areas of need.

Target Groups

Based on our analysis using the "80% Rule" specified in the Equity Plan Instructions, the Student Success and Equity Committee (SSEC) student committee identified several student groups who achieve success at significantly lower rates than those who are in

the highest performing groups. These specific groups that were identified included: African American/Blacks, Native Hawaiian/Pacific Islander, Native Americans, Latinos, males, students with disabilities, Veterans, Whites.

The student success committee used the five indicators provided by the California Community College Chancellor’s Office, including: access, course completion, ESL and basic skills completion, degree/certificate completion and transfer as our key indicators of equity. We have also reviewed and included other prescribed methodologies such as the “Percentage Point Gap” methodology included in the guidelines. The team identified equity gaps in more than one measure among students who identify as African American/Black, Latino, Foster Youth, Veterans and students with disabilities. We found that the “Transfer” measure had more equity gaps than any of the other measures. The chart below summarizes these findings:

Success Measure	Underserved Student Groups
Access	Students who are Native American Indian, White, More than One Race, Foster Youth , Veterans, and Individuals with Disabilities
Course Completion	Students who are Foster Youth , Veterans and Individuals with Disabilities
Basic Skills Pathway Completion-ESL	Students who are Latino, and Individuals with Disabilities and Male
Basic Skills Pathway Completion- English	Students who are African American/Black, Latino, and Individuals with Disabilities
Basic Skills Pathway Completion- Math	Students who are male, African American/Black, Students with Disabilities
Degree and Certificate Completion	Students who are White, male, African American/Black, Native Hawaiian., individuals with disabilities, Foster Youth and Veterans.
Transfer	Students who are African American/Black, White, Foster Youth , Individuals with Disabilities and Veterans.
	*These data only include gaps for disaggregated cohorts of 30 students or more, for smaller cohorts, qualitative data will be used to identify need.

Goals

Our overarching goal is to increase rates of student success in each area by 5% (or close the gap) for each under represented group listed within 3 years. A list of each specific goal broken down by area of need is listed below:

1. To increase access by 5% within the first three years of this plan for students who identify as White, Native Americans, and Students with Disabilities, Foster Youth and Veterans.
2. To increase course completion by 5% within the first three years of this plan for students who are students who identify as Foster Youth, individuals with disabilities and Veterans.
3. To increase basic skills pathway completion by 5% within the first three years of this plan for students who are Latino, individuals with disabilities, males in English and African American/Black, Individuals with Disabilities and Hispanic/Latino in Math.
4. To Increase degree and certificate completion by 5% within the first three years of this plan for students who are male and for those who are African American/Black, White, males, individuals with disabilities, Pacific Islanders, Foster Youth and Veterans.
5. Increase transfer rates by 5% within the first three years of this plan for students who are African American/Black, Latino, White, Foster Youth, Veterans and students who have a documented disability.

Each goal listed above has a work plan linked to it. That work plan includes activities, and each activity is associated with outcomes, target dates for completion, and responsible parties.

Activities

Once these gaps were identified and goals were written, the Student Success and Equity Committee (SSEC) explored existing programs and services that served these groups as well as those activities that are currently under development through the Student Success and Support Programs and the Basic Skills Initiative. Next, the group completed a gap analysis, identifying services that were not currently offered or under development. Using the gap analysis as a guide, additional activities were then added to the Equity Plan. The activities vary widely, but among those activities, several themes emerged:

- **Activities focusing on the indicator of access:** These include efforts to increase the number of students who are underrepresented based on the college's surrounding population data. We are collaborating with high schools to develop strategies to increase student's career and college readiness. We have strengthened our Assessment Center operations by adding staffing and equipment resources, and will add Learning Disabilities assessment services. We are making multiple, targeted efforts to create a strong presence and message via effective marketing of our degrees, certificates and outstanding programs.
- **Activities addressing the indicator of course completion:** Our strategy is to build capacity to provide focused services including timely intervention, follow-up, support curriculum and pre-emptive training for at-risk students. On campus, we are partnering with faculty to strengthen the Early Alert program to easily identify students who need support in order to complete their courses. We are working with Language Arts and Math departments and our tutoring coordinator to review student's needs for supplemental instruction. We are providing additional resources to equity-based programs including categorical, special academic and emerging programs such as the Veterans Center, Foster Youth program and OASISS (AB 540). We have also tailored our student learning activities to provide leadership and civic engagement to targeted students.
- **Activities focusing on ESL and Basic Skills Programs:** The Student Success and Equity Committee (SSEC) is planning to initiate a summer bridge program for targeted high school and Adult Ed cohorts who place lower in basic skills. They are working with the College's English and Math departments to coordinate Student Equity and Basic Skills Initiative resources to fulfill unmet needs. Resources and opportunities are being provided for Basic Skills curriculum redesign to accelerate transition into transfer level College work. Cross-collaboration is planned between the Student Success and Equity Committee (SSEC) and English and Math faculty to discuss opportunities with high school faculty to improve curriculum alignment and a more seamless transition for students. Graduate students in credential programs are being contacted to serve as tutors for at risk ESL students.
- **Activities created to address Degree Completion:** Research inquiry is being designed that will provide information on students who have completed degrees and certificates but have not petitioned for one. It will also identify students who seek a degree or certificate as a goal but have changed their educational goal. Non-completing students for degrees and certificates will be identified and surveyed. Intensive academic counseling will be provided through equity-based programs. A designated counselor will provide comprehensive counseling services to Career Technical Students pursuing a certificate or Associate of Arts or Sciences Degree. Evergreen Valley College will intend to hire a learning disabilities specialist to improve degree and certification completion for students with disabilities.
- **Activities focusing on Transfer:** Many efforts are planned to expand student transfer services, enhance student transfer awareness and increase transfer rates for targeted students and campus wide. Specific groups that have been targeted for enhanced services include Veterans, Foster Youth, AB540 students and students with disabilities. Additional work is being

done with Enlace, Affirm and Aspire to provide Latinos, African American and Asian students with additional counseling, specialized transfer workshops and follow-up on transfer rates. Degree Audit should be available for native students to the district and later for students who have transfer work from other colleges. This tool is important for early assessment of transfer progress and serves as a blueprint for educational planning.

Several of the activities listed improve or strengthen activities that currently exist or are already under development. These activities represent an alignment of the Equity Plan with other College plans, for example, the team aligned the Equity Plan activities with many others that are already underway through the Basic Skills Initiative; examples of this alignment include developing a culturally-responsive teaching and learning professional development series, strengthening math and English pathways in order to be more accessible to underserved student groups, developing a robust assessment preparation program to assist students identified in the faculty plan in placing into higher English and math courses, and increasing the amount of course-embedded tutoring offered by the college.

Activities are also now aligned with some of the programs and services associated with the SSSP, including increased outreach initiatives to identify and communicate with all student groups, extending orientation services to student groups who have identified equity gaps, and increasing the number of activities that assist underserved students in developing educational plans and pathways. The plan will also strengthen Foster Youth and Veteran's services and explore additional data to help the College community understand these equity gaps in a more nuanced way.

Along with improving our existing services, the Student Success and Equity Committee (SSEC) has recommended new activities based on a gap analysis. A new focus will be placed on the assessment and placement gauntlet that students are required to pass through. Planning for the implementation of the new common assessment and increased use of multiple measures might result in higher placement of students and shortened journeys from basic skills to transfer courses. Like wise, redesigned curriculum in basic skills supported by supplemental instruction should improve successful completion rates

Student Equity Funding and Other Resources

A budget has been prepared that focuses resources on closing identified gaps: and the most effective and efficient way to do so is to get equity resources to the individuals and programs that work most directly with students who represent these gaps. With that intent, the College is hiring an Equity Counselor, a Veterans Counselor and a CalWORKS Counselor. Also every equity-based program submitted proposals to receive money to support these students with the understanding that the focus was on closing identified

gaps. These programs included the categorical programs, academic support programs (including general tutoring) and emerging programs that address emerging populations (Foster Youth, Veterans and AB540 students). Resources were also designated for supplemental instruction and curriculum redesign in ESL English and Math

The table below reflects an initial estimation of how the College will distribute Equity resources; however, the Student Success and Equity Committee (SSEC) will continue to work through the 2016 semester to create a more comprehensive, integrated and nuanced spending plan and the actual budget submitted is a first step in that direction.

Table of Initial Allocations of Student Equity Resources:

Success Measure	Underserved Groups	Students *Impacted	# of Gaps	Gaps over 60%	Funding
Access	American Indian, White, More than One Race, Individuals with Disabilities Former Youth , Veterans	2,117	2	1	\$73,400
Course Completion	Current or Former Foster Youth, Individuals with Disabilities, Veterans	2,794	2	0	40% \$293,600
Basic Skills Completion (3 areas)	Hispanic/Latino (English), Individuals with Disabilities (English), Males (English), Individuals with Disabilities (Math), African American/Black (Math) and Hispanic or Latino (Math).	678	5	4	20% \$146,800
Degree and Certificate Completion	White, Male, African American/Black, Individuals with Disabilities, Native	1,408	2	1	10% \$73,400

	Hawaiian, Pacific Islander, More than One Race and Unknown, Individuals with Disabilities and Veterans				
Transfer	African American/Black, Hispanic/Latino, White and students who have a documented disability	760	5	4	20% \$146,800
				Total	\$734,000
*These numbers are based on all potential students who may be impacted.					

Contact Person: (serving as Interim Student Equity Coordinator):
 Angelina Duarte, Interim Dean, Student Success and Matriculation

Planning Committee and Collaboration

The Student Success and Equity Committee (SSEC) primarily drove the dialogue and planning for the SSSP and SE Plans with input from Counselors, as they are the primary stakeholders for student success on campus. As a shared governance committee, it has representation from all constituent groups. The SSEC committee and the newly established Student Equity Programs Workgroup were the drivers of student equity planning and plan development. This work group consists of faculty and staff who direct categorical programs, academic support programs, and emerging programs for new populations such as Veterans, Foster Youth and AB 540 and first generation students who are not affiliated with other programs. The process was comprised of meetings that evaluated data collected and provided by the Office of Institutional Effectiveness, leading to the creation of the college's equity priorities and goals. Also contributing to the plan development were conversations with English and Math deans to integrate basic skills resources.

SSSP resources are to build capacity to carry out the mandated core services for all services to improve their success. Equity resources allow the College to focus on those students who are not succeeding equitably in the institution and to close achievement gaps that are revealed through the campus research. Basic Skills Initiative resources sharply focus on the successful transition of students in basic skills to transfer level work. Whether their focus is broad or more precise, all these resources and the activities they make possible must be coordinated and integrated into the institutional fabric. These transformative initiatives must be strongly linked to one another and anchored in the bedrock of the institution. The College recognizes the importance of this integration and collaboration such that it is considering this challenge as a Focused Quality Essay in its Accreditation planning.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Angelina Duarte	Interim Dean, Student Success	Administrative Committee Co-Chair
Octavio Cruz	Dean of Enrollment Services	Administrative Committee Member
Victor Garza	Associate Dean, Student Services	Administrative Committee Member
Elizabeth Tyrell	Director WIN/CalWorks, Veterans	Administrative Committee Member
Yazmin Duarte	Admin. Assistant, Student Success	Classified Staff Committee Member
Cam Martian	Program Specialist	Classified Staff Committee Member
Julie Vo	Career and Transfer Center Dir.	Classified Staff Committee Member
Uyen Mai	Adjunct Faculty, Political Science	Faculty Committee Co-Chair
Robert Brown	Accounting Instructor	Faculty Committee Member
Caritha Anderson	AFFIRM Counselor	Faculty Committee Member
Guillermo Castilla	Math Instructor	Faculty Committee Member
William Nguyen	Tutor/Learning Center Director	Faculty Committee Member
Hanh Deng	General Counselor	Faculty Committee Member
Tina Iniguez	EOPS/FosterCare/Adj.Counselor	Faculty Committee Member
Shelly Blackman	Librarian/Collections	Faculty Committee Member
Paul Herrera	EVC Student Ambassador	Student Committee Member
Robin Salak	DSP Coordinator	Faculty Contributor
Diane Solorzano	OASISS (AB 540) Counselor	Faculty Contributor
Margorie Clark	Counselor/Service Learning Coord.	Faculty Contributor
Elaine Oritiz Kristich	Enlace/Staff Development Coord.	Faculty Contributor
Vivian Yabumoto	ASPIRE Program Specialist	Classified Contributor
Ingrid Rottman	Outreach Specialist	Classified Contributor

Access

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS.

Campus Based Research

Overview

The data presented in this section was collected, organized and formatted by San Jose Evergreen Community College District's (SJECCD) Department of Institutional Effectiveness and Student Success, except for data on Foster Youth and Veterans. This data has been collected by Evergreen Valley College's (EVC) Youth Empowerment Strategies for Success (YESS) program.

Indicator Definitions and Data

According to Title 5, disproportionate impact is defined as a particular disaggregated group being underrepresented or underperforming based upon their expected presence in the population. The California Community College Chancellor's Office looks to the following groups in order to determine disproportionate impact: Gender; Ethnicity; Age; Disability status; Economic Disadvantage; Foster Youth status; Veteran status.

Indicators of success are broken down into five areas: Access; Course Completion; ESL and Basic Skills Completion; Degree and Certificate Completion; and Transfer. Measuring disproportionate impact is done by calculating the proportionality ratio. The proportionality ratio is determined by finding the percentage along any particular outcome within the targeted disaggregate group.

Conclusions: Disproportionately Impacted Student Groups

The analysis indicates that students who are economically disadvantaged and underprepared, as well as students with disabilities, are significantly disproportionately impacted. This includes students in foster care, as well as veterans. These characteristics surpass those of ethnicity and gender when distinguishing disproportionality impact among student groups. This analysis is followed by a plan for supporting those impacted students.

In the area of access, the data revealed that the groups most disproportionately impacted are more likely to enter the college underprepared. When disaggregated by age and ethnicity, the data illustrated that those groups most impacted include: diverse age groups, specific ethnic groups including White students, Foster Youth and veterans. Current and former Foster Youth is a prioritized target group highlighted in this Student Equity Plan in order to properly address their needs. The EVC Student Success Committee collected data and compared them to Santa Clara County Foster Youth populations.

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 2014 – Spring 2015	% 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)*
<i>Example Group</i>		59%	64%	-6**
American Indian / Alaska Native	72	0.53%	0.90%	-0.59
Asian	5376	39.47%	32.00%	1.23
Black or African American	403	2.96%	3.20%	0.93
Hispanic or Latino	5253	38.57%	33.30%	1.16
Native Hawaiian or other Pacific Islander	69	0.51%	0.40%	1.28
White	1145	8.41%	28.70%	-0.29

Some other race	951	6.98%	NA	NA
More than one race	352	2.58%	5.00%	-0.52
Total of 8 cells above (Orange cells should = 100%)		100%	100%	
Males	7251	53.23%	50.30%	1.06
Females	6334	46.43%	49.70%	0.93
Unknown	47	0.27%	Unknown	
Total of 3 cells above (Orange cells should = 100%)		100%	100%	
Current or former Foster Youth	303	2.22%	NA	NA
Individuals with disabilities	548	4.02%	4.90%	-0.82
Low-income students	7341	53.89%	NA	NA
Veterans	170	1.25%	0.000000482%	258729.32

*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 example group has lower representation at the Colleges. the community served. A '+' would indicate that a given group has greater representation at the Colleges. the community served.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A. Increase access by 5% within the first three years of this plan for students who identify as White, Native Americans, Students with Disabilities Foster Youth and Veterans.

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	-6, 2014	No gap	2020
White Students	-.29	No gap	2020
Native Americans	-.59	Gap <.50	2020
Students with Disabilities	-.82	Gap No < .25	2020
Foster Youth	NA	No gap	2020
Veterans	NA	No gap	2020

*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		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	X	Professional Development		

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

ID	Target Group	# Of Students Affected
A.1.	White Students	1145
	Native Americans	72
	Students with Disabilities	548

	Foster Youth	303
	Veterans	170

• **Activity Implementation Plan**

The plan is to increase the number of admitted students who are underrepresented based on our surrounding population, which includes Native Americans, White students and students with disabilities. The College will strengthen relations to local high schools, adult education and community agencies, with special emphasis on those providing services to Veterans, foster youth, and students with disabilities. We will collaborate with high schools on developing strategies to increase students' career and college readiness. We will strengthen the Assessment Center by adding staffing and equipment resources, including providing learning disability assessment services. We will create a stronger presence and message via effective marketing of our degrees, certificates and outstanding programs.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Spring 2016 through 2020	\$73,400	Will be complemented with SSSP Funds

***EVC is not supplanting any current funds or budgets for this activity. Evergreen Valley College is seeking additional revenue funds to support increases in its Student Services to these student groups.

- ***Link to Goal***

By providing this outreach and customized student services, we will be able to increase the access of community college to these at-risk populations.

- ***Evaluation and Expected Outcomes for Targeted Student Groups***

Both qualitative and quantitative demographic data will be collected three times per year on these at-risk student populations to ensure that their access rates to the college are improving within the next three years. This data will measure the impact of these planned activities on the goal of increasing access. Data will be collected at the beginning, middle and end of each academic year and reviewed twice a year to assess effectiveness.

These activities will ensure that the College Will Increase access by 5% within the first three years of this plan for students who identify as White, Native Americans, Students with Disabilities Foster Youth and Veterans.

Success Indicator: Course Completion

Campus-Based Research

Overview

In the area of course completion, the data indicated equity gaps between the highest performing student group and students who are African American/Black and students who identified as Foster Youth. The data also indicated a near-gap between the highest performing student group and students who are Latino. This may be a potential target group in future years. However, successful course completion in all areas for all students determines student success and ultimate program completion.

Indicator Definitions and Data

Course Success is defined as the number of students within a course who earned a credit grade of A, B, C, or Credit (for credit/non-credit courses). During the baseline year of 2013-2014, the only group that was disproportionately impacted as far as course success were students with disabilities. That group is again impacted in 2014-2015. However, this year current Foster Youth as well as Veterans are also impacted. The rate at which these students pass their courses is much lower than that of the total student population, which has a course pass rate of 71%. Foster Youth pass their courses at a rate of 37%, students with disabilities pass at a rate of 31%, and Veterans, 35%. This shows the need for services for these students in the area of course success.

Conclusions: Disproportionately Impacted Student Groups

The percentage of students who enrolled in courses at EVC who completed with any grade, and who did not receive a “W,” indicated course retention. There are no impacted groups with relation to course retention. The course retention rate overall for the College was 87%. All groups are represented favorably in the group of retained students with regard to their representation in the overall student population.

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

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

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	2567	1463	57%	71%	-14**
American Indian / Alaska Native	300	238	0.64%	0.72%	1.11
Asian	18748	14407	40.20%	43.35%	1.08
Black or African American	1201	779	2.57%	2.34%	0.91
Hispanic or Latino	18454	11966	39.57%	36.00%	0.92
Native Hawaiian or other Pacific Islander	222	145	0.48%	0.44%	0.92%
White	3165	2369	6.79%	7.13%	1.05
Some other race	3329	2516	7.14%	7.57%	1.06
More than one race	1223	817	2.62%	2.46%	0.94
All Students	46,442	33,237	*33,237		
Males	21,665	14,977	46.45%	45.06%	0.97
Females	24856	18163	53.29%	54.65%	1.03
Unknown	121	97	0.26%	0.29%	1.12
Current or former Foster Youth	845	310	71.26%	36.69%	0.51%
Individuals with disabilities	1436	452	71.26%	31.48%	0.44
Low-income students	N/A	N/A	N/A	N/A	N/A
Veterans	513	182	71.26%	35.48%	0.50

*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 '-14' 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.

District: San Jose/Evergreen CC District

College: Evergreen Valley College

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
---	Example Group	14%	<u>.14</u>		2567	= 359
Largest Gap	Individuals with Disabilities	0.44%	<u>.044</u>		1436	= 63
Second Largest	Veterans	.50%	.050		513	= 26
Third Largest	Foster Youth	.51%	<u>.051</u>		845	= 43

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

Increase course completion by 5% within the first three years of this plan for students who are students who identify as Foster Youth, individuals with disabilities and Veterans

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-14, 2014</i>	<i>Gap no > -6</i>	<i>2020</i>
<i>Current or Former Foster Youth</i>	<i>-0.51, 2014</i>	<i>Gap no > -0.20</i>	<i>2020</i>
<i>Individuals with Disabilities</i>	<i>-0.44, 2014</i>	<i>Gap no > 0 .20</i>	<i>2020</i>
<i>Veterans</i>	<i>-0.50, 2014</i>	<i>Gap no > 0.20</i>	<i>2020</i>

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

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

ID	Target Group(s)	# Of Students Affected
B.1	Target Group	# Of Students Affected

District: _____ College: _____

	Individuals with Disabilities	1436
	Veterans	513
	Foster Youth	845

• **Activity Implementation Plan**

The College will build capacity to provide focused services including timely intervention, follow-up, support curriculum and intensive and preemptive tutoring. The College will partner with faculty to improve the Early Alert program to easily identify students needing support in order to complete their courses. EVC will work with the Language Arts and Math departments and tutoring coordinator to review current activity and needs in the area of supplemental instruction. The College will provide additional resources to equity-based programs including categorical, special academic and emerging programs such as the Veterans Center, foster youth programs and Oasis (AB540). The College will enhance service learning programs to engage and develop leadership and civic responsibility.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Spring 2016 through 2020	\$293,600	Will be supplemented with SSSP Funds

• **Link to Goal**

By providing this outreach and customized student services, we will be able to increase the course completion rates of community college by these at-risk populations.

• **Evaluation and Expected Outcomes for Targeted Student Groups**

Both qualitative and quantitative demographic data will be collected four times per year on these at-risk student populations to ensure that their course completion rates at the college are improving within the next three years. This data will measure the impact of these planned activities on the goal of increasing course completion. Data will be collected at the beginning, middle and end of each academic year and reviewed twice a year to assess effectiveness.

Success Indicator: ESL and Basic Skills Completion

Campus Based Research

Overview

Evergreen Valley College's English as a Second Language Department has a strong partnership with Metropolitan Adult Education. The department has created a friendly pathway for CACE and other adult education students to continue their ESL studies, vocational studies, transfer, and complete their AA at EVC. Building on previous year efforts, in fall 2013 and spring 2014, ESL faculty reached out to approximately 120 CACE students. These students were in the upper four levels and transitional classes at CACE. Classes roughly correspond to the intermediate-advanced levels of ESL classes. The outreach effort included class visits, tours to EVC conducted by EVC ESL faculty and coordination of EVC Placement test dates. The tours included visiting several Career Technical Programs. Assessment dates are arranged with ESL faculty input and all ESL students attend counseling and ESL faculty conduct orientation and placement sessions. Approximately 82% of students who attended these orientation/placement sessions enrolled in the College. CACE and the EVC ESL Program continue to articulate their ESL Curriculum. The ultimate goal is to have better alignment especially at the transition levels of CACE and the entry level of ESL at EVC. The ESL department also used the new College web site as an opportunity to strengthen information on how Adult School students can access ESL courses at EVC.

In 2016, Evergreen Valley College will partner with Workforce Agencies to enhance credit and non-credit programs for adults; the College envisions that this will open-up pathways for students to earn certificates and degrees, and/or prepare for the workforce and enhance job skills.

Indicator Definitions and Data

English as a Second Language

The success of students in English as a Second Language is measured by the percentage of students who start out in ESL and who take and pass a degree-applicable course, with a grade of A, B, C, or credit (for credit/non-credit courses), after having completed their final Remedial English course in AY 2014-2015.

Conclusions: Disproportionately Impacted Student Groups for ESL

The success of students in Remedial ESL is measured by the percentage of students who start out in ESL and who take and pass a degree-applicable course, with a grade of A, B, C, or Credit (for credit/non-credit courses), after having completed their final ESL course in AY 2014-2015. Hispanic students and students with disabilities are disproportionately impacted with relation to ESL success. Only 12% of Hispanic students who took ESL courses in AY 2014-2015 passed as compared to 29% for the overall population of students who took ESL. Of the 15 students with identified disabilities, only 1 passed their final ESL class taken in AY 2014-2015. Unfortunately, Veteran and Foster Youth student data was not included in the Data on Demand report to calculate these outcomes. Part of the equity funding will be used to improve the data collection for these students so that these data can be consistently included in the MIS submission for the College.

Remedial Math

The success of students in Remedial Math is measured by the percentage of students who start out in Remedial Math and who take and pass a degree-applicable course, with a grade of A, B, C, or Credit (for credit/non-credit courses), after having completed their final Remedial Math course in AY 2014-2015.

Conclusions: Disproportionately Impacted Student Groups for Math

African American students and students with disabilities are disproportionately impacted with relation to Remedial Math course success. Only 16% of African American students who took Remedial Math courses in AY 2014-2015 passed their degree-applicable course as compared to 23% for the overall population of students who took Remedial Math. Of the 59 students with identified disabilities, only 6 (10%) passed their college level class taken in AY 2014-2015. Unfortunately, Veteran and Foster Youth student data was not included in the Data on Demand report to calculate these outcomes. Part of the equity funding will be used to improve the data collection for these students so that these data can be consistently included in the MIS submission for the College.

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. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion – English as a	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

Second Language (ESL)		
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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)*
Example Group	1457	247	17%	24%	-7**
American Indian / Alaska Native	1	0	0.21%	0.00%	N/A
Asian	396	122	82.50%	88.41%	1.07
Black or African American	3	3	0.63%	2.17%	N/A
Hispanic or Latino	64	8	13.33%	5.80%	.43
Native Hawaiian or other Pacific Islander	0	0	0.00%	0.00%	N/A
White	3	1	0.63%	2.17%	N/A
Some other race	13	4	2.71%	2.90%	1.07
More than one race	0	0	0.00%	0.00%	N/A
All Students	480	138	138		
Males	170	48	35.42%	34.78%	0.98
Females	309	90	64.38%	65.22%	1.01
Unknown	1	0	0.21%	0.00%	N/A
Current or former Foster Youth	N/A				
Individuals with disabilities	15	1	3.13%	0.72%	0.23
Low-income students	355	116	73.96%	84.06%	1.14
Veterans	N/A need				

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

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

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

		1	2	3	4
Equity Gap for ESL	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
---	Example Group	7%	.07	x	1457
				=	101

Largest Gap	Hispanic or Latino	0.43%	.043	x	8	=	3
Second Largest	Individuals with Disabilities	0.23%	.023%	x	1	=	2
Third Largest	Males	0.98%	.098%	x	48	=	5

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion - Math	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)*
Example Group	1457	247	17%	24%	-7**
American Indian / Alaska Native	6	2	0.94%	1.34%	N/A
Asian	158	42	24.69%	28.19%	1.14
Black or African American	49	8	7.66%	5.37%	0.90
Hispanic or Latino	321	67	50.16%	44.97%	.43
Native Hawaiian or other Pacific Islander	6	2	0.94%	1.34%	N/A
White	40	14	6.25%	9.40%	1.50
Some other race	60	14	9.38%	9.40%	1.00
More than one race	0	0	0.00%	0.00%	N/A
All Students	640	149	149		
Males	284	62	0.00%	0.00	N/A
Females	355	87	55.47%	58.39%	1.05
Unknown	1	0	0.16%	0.00%	N/A
Current or former Foster Youth	N/A				
Individuals with disabilities	59	6	9.22%	4.03%	0.44

Low-income students	414	99	64.69%	66.44%	1.03
Veterans	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.

		1	2		3	4
Equity Gap for Math	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"
---	Example Group	7%	<u>.07</u>	x	1457	= 101
Largest Gap	Individuals with Disabilities	0.44%	<u>.044</u>	x	6	= 9
Second Largest	Black/African American	0.70%	.070	x	8	= 14
Third Largest	Hispanic or Latino	0.90%	.090	X	67	= 11

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

To increase basic skills pathway completion by 5% within the first three years of this plan for students who are Latino, individuals with disabilities, males in English and African American/Black, Individuals with Disabilities and Hispanic/Latino in Math.

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-7, 2014</i>	<i>No gap</i>	<i>2020</i>
<i>Hispanic or Latino (ESL)</i>	<i>-0.43, 2014</i>	<i>Gap no > -.25</i>	<i>2020</i>
<i>Individuals with Disabilities (ESL)</i>	<i>-0.23, 2014</i>	<i>Gap no > -.15</i>	<i>2020</i>
<i>Males (ESL)</i>	<i>-0.98, 2014</i>	<i>Gap no > -.50</i>	<i>2020</i>

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-7, 2014</i>	<i>No gap</i>	<i>2020</i>
<i>Individuals with Disabilities (Math)</i>	<i>-0.44, 2014</i>	<i>Gap no > -.20</i>	<i>2020</i>
<i>Black or African Americans (Math)</i>	<i>-0.70, 2014</i>	<i>Gap no > -.50</i>	<i>2020</i>
<i>Hispanic or Latino (Math)</i>	<i>-0.90, 2014</i>	<i>Gap no > -.50</i>	<i>2020</i>

*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) (For English as a Second Language and Math)**

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

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

ID	Target Group(s)	# of Students Affected
C.1	Individuals with Disabilities (English)	15
	Hispanic or Latino (English)	64
	Males (English)	170
	Individuals with Disabilities (Math)	59
	Black or African Americans (Math)	49
	Hispanic or Latino (Math)	321

- **Activity Implementation Plan**

The plan is to design and implement a summer bridge program for targeted high school and Adult Ed cohorts who place in lower level basic skills. We will work with English and Math departments to coordinate Student Equity and Basic Skills Initiative resources to fill unmet needs. We will provide resources and opportunities for Basic Skills curriculum redesign to improve and accelerate transition into transfer level work. The College will provide resources to English and Math faculty to discuss and explore opportunities with high school faculty to improve curriculum alignment and provide a seamless transition for students. We will provide resources to enhance supplemental instruction in Basic Skills courses and identify/hire language specific tutors for ESL Students including reaching out to graduate students in a teacher credential program.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Spring 2016	\$146,800	Will be supplemented with SSSP and BSI Funds

- ***Link to Goal***

By providing this curriculum needs and customized student services, we will be able to increase the ESL Basic Skills rates of community college at-risk students in ESL Basic Skills Courses in English and Math.

- ***Evaluation and Expected Outcomes for Targeted Student Groups***

Both qualitative and quantitative demographic data will be collected 3 times annually on these at-risk student populations to ensure that their ESL completion rates at the College are improving within the next three years. Data will be collected at the beginning, middle and end of each academic year and reviewed twice a year to assess effectiveness. A certified federal compliance officer will be hired by the College part-time to ensure that this data is collected and analyzed against program metrics in a timely and effective manner. This data will measure the impact of these planned activities on the goal.

Success Indicator: Degree and Certificate Completion

Campus Based Research

Overview/Indicator Definitions and Data

Associate degree attainment is measured by the percentage of students for whom this was a goal upon entry to EVC and they actually did attain an Associate's Degree. Certificate attainment is measured by the percentage of students for whom this was a goal upon entry to EVC and they actually attain a Certificate.

Conclusions: Disproportionately Impacted Student Groups

For Degree Completion:

Compared to other student groups, male students, White students, and students with disabilities are disproportionately impacted with relation to the attainment of Associates Degrees. Compared to the overall population, for whom had 14% had attained an Associate's Degree, only 10% of White students, 10% of males and none of the 57 Students with Disabilities had attained an Associate's Degree. These populations are not equitably represented in the group of degree attainers as they are in the overall student population.

For Certificate Completion:

Compared to other student groups, African American students, Native Hawaiian/Pacific Islander students, White students, and students of other or non-categorized races are disproportionately impacted with relation to the attainment of certificates. While the overall population of students had a severely low (2%) certificate attainment rate, none, or in the case only 1, of the disproportionately impacted groups attained a certificate. These populations are not equitably represented in the group of certificate attainers as they are in the overall student population.

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. Calculate degree and certificate completion rates by dividing:

Please note: The first chart shows Associate’s Degree Completion data and the second chart shows Certificate Degree Completion data. Thank you.

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

Target Population(s) For degree completion only (certificate completion is in the next chart)	The # of first-time students who enrolled in the base year with the goal of obtaining a degree	The number of students out of ← (the denominator) who earned a degree within one or more years.	The rate of degree completion	Total (all student average) degree completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	8	1	0.49%	0.45%	N/A
Asian	722	93	44.24%	41.70%	0.94
Black or African American	58	10	3.55%	4.48%	1.26
Hispanic or Latino	503	67	30.82%	30.04%	0.97
Native Hawaiian or other Pacific Islander	15	3	0.92%	1.35%	1.46
White	142	14	8.70%	6.28%	0.72
Some other race	184	35	11.27%	15.70%	1.39

More than one race	0	0	0.00%	0.00%	N/A
All Students	1,632	223	223		
Males	782	76	47.92%	34.08%	.071
Females	822	143	50.37%	64.13%	1.27
Unknown	28	4	1.72%	1.79%	1.05
Current or former Foster Youth	N/A	N/A			
Individuals with disabilities	57	0	3.49%	0.00%	0.00
Low-income students	1083	172	66.36%	77.13%	1.16
Veterans	N/A	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 degree or certificate completion– paying close attention to the +/- designation.**

Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

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

		1	2		3	4
Equity Gap for Associate's Degree Completion	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	= Number of Students "Lost"
Largest Gap	Individuals with Disabilities	*0.00%	<u>0.00***</u>	X	57	= 57
Second Largest	Males	0.71%	0.71	X	782	= 55
Third Largest	<u>Whites</u>	0.72%	<u>0.72</u>	X	142	= 10

***Data not available but all 57 students are considered "lost."

*Gap is non-existent due to no students with disabilities completing their Associate's Degrees.

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

Target Population(s) For certificate completion only	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate	The number of students out of ← (the denominator) who earned a certificate within one or more years.	The rate of certificate completion	Total (all student average) certificate completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	8	1	0.49%	3.57%	N/A
Asian	722	14	44.24%	50.00%	1.13
Black or African American	58	0	3.55%	0.00%	0.00
Hispanic or Latino	503	11	30.82%	39.29%	1.27

Native Hawaiian or other Pacific Islander	15	0	0.92%	0.00%	0.00
White	142	1	8.70%	3.57%	0.41
Some other race	184	1	11.27%	3.57%	0.32
More than one race	142	0	8.70%	0.00%	0.00
All Students	1,632	28	28		
Males	782	15	47.92%	53.57%	1.12
Females	822	13	50.37%	46.43%	0.92
Unknown	28	0	1.72%	0.00%	0.00
Current or former Foster Youth	N/A	N/A			
Individuals with disabilities	57	2	3.49%	7.14%	2.05
Low-income students	1083	21	66.36%	75.00%	1.13
Veterans	N/A	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 degree or certificate completion—paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

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

		1	2	3	4
Equity Gap for Associate's Certificate Completion	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal = Number of Students "Lost"
Largest Gap	Black or African American	**0.00%	<u>0.00***</u>	X	58 = 58
Second Largest	Native Hawaiian or Pacific Islander	**0.00%	0.00***	X	15 = 15
Third Largest	<u>Some other race, more than one race or unknown</u>	**0.00% ** Gaps are non-existent due to no students completing their degrees	<u>0.00***</u>	X	184, 142, 28 = ***All Students were "lost."

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
<i>White (Degree Completion)</i>	<i>-.072, 2014</i>	<i>Gap < -.50</i>	<i>2020</i>
<i>Males (Degree Completion)</i>	<i>-.071, 2014</i>	<i>Gap <-.50</i>	<i>2020</i>
<i>Individuals with Disabilities (Degree Completion)</i>	<i>-*0.00, 2014</i>	<i>Gap <-.50</i>	<i>2020</i>
<i>Black or African American (Certificate Completion)</i>	<i>-*0.00, 2014</i>	<i>Gap < -.50</i>	<i>2020</i>
<i>Native Hawaiian or Pacific Islander (Certificate Completion)</i>	<i>-*0.00, 2014</i>	<i>Gap < -.50</i>	<i>2020</i>
<i>Some other race, more than one race or unknown (Certificate Completion)</i>	<i>-*0.00, 2014</i>	<i>Gap < -.50</i>	<i>2020</i>

*Gap is non-existent due to no students completing the certificates.

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

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
D.1	Individuals with Disabilities (Degree Completion)	57
	Males	782
	White	142

• **Activity Implementation Plan**

The College will create research reports that would provide information on students who have completed degrees and certificates but have not petitioned for one and students who initially identified a degree or certificate as a goal but then changed their educational goal. The College will identify and survey students who indicated a degree or certificate as a goal but did not complete it. EVC will provide additional academic counseling to equity-based programs including categorical, special academic and emerging programs such as the Veterans Center, foster youth programs, and Oasiss (AB540), with a special focus on students with disabilities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Spring 2016	\$73,400	May be complemented with SSSP Funds

• **Link to Goal**

By providing this outreach customized student services to disproportionately impacted students, we will be able to increase the Degree and Certificate Completion Rates of these students.

• **Evaluation and Expected Outcomes for Targeted Student Groups**

Both qualitative and quantitative demographic data will be collected three times annually on these at-risk student populations to ensure that their degree and certificate completion rates in college are improving within the next three years. This data will measure the impact of these planned activities on the goal. Data will be collected at the beginning, middle and end of each academic year and reviewed twice a year to assess effectiveness. A certified federal compliance officer will be hired by the College part-time to ensure that this data is collected and analyzed against program metrics in a timely and effective manner.

Transfer

Campus-Based Research

Overview/Indicator Definitions and Data

Transfer is defined as the percent of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English and who actually transfer after one or more (up to six) years.

Conclusions: Disproportionately Impacted Student Groups

Compared to other student groups, African American students, Hispanic students, White students, and Students with Disabilities are disproportionately impacted with relation to the attainment of Associates Degrees. Compared to the overall population, for whom 38% had attained transfer, only 27% of African American students, 27% of White students, 20% of Hispanics and 4 of the 57 students with disabilities (7%) had transferred. These populations are not as equitably represented in the group of transferred students as they in the overall student population.

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

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	1947	568	29%	33%	-4**
American Indian / Alaska Native	8	2	0.49%	0.32%	N/A

District: _____ College: _____

Asian	722	376	44.24%	59.97%	1.36%
Black or African American	58	16	3.55%	2.55%	-0.72%
Hispanic or Latino	503	103	30.82%	16.43%	-5.3%
Native Hawaiian or other Pacific Islander	15	8	0.92%	1.28%	1.39%
White	142	39	8.70%	6.22%	-0.71%
Some other race	184	83	11.27%	13.24%	1.17%
More than one race	0	0	0	0	
All Students	1,632	627	1,632		
Males	782	275	47.92%	43.86%	0.92%
Females	822	333	50.37%	53.11%	1.05%
Unknown	28	19	1.72%	3.03%	1.77%
Current or former Foster Youth	N/A	N/A	N/A	N/A	N/A
Individuals with disabilities	5780	4	3.49%	0.64%	-0.18%
Low-income students	1083	359	66.36%	57.26%	0.86
Veterans	N/A	N/A	N/A	N/A	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 transfer— paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' 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.

District: _____ College: _____

		1	2		3	4
Equity Gap for Transfer Completion	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and successfully transferred with transfer as their goal	= Number of Students "Lost"
Largest Gap	Individuals with Disabilities	-0.18%	<u>0.18</u>	X	4	= 7
Second Largest	Hispanic or Latino	-0.53%	0.53	X	103	= 55
Third Largest	<u>White</u>	-0.71%	<u>0.71</u>	X	39	= 28

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
Example Group	-4, 2014	No gap	2020
Individuals with Disabilities	-.18, 2014	Gap < .10	2020
Hispanic or Latino	-.53%, 2014	Gap < .40	2020
White	-.71%, 2014	Gap < .50	2020

*Expressed as either a percentage or number

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

ACTIVITIES: E. TRANSFER

E.1

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
E.1	Individuals with Disabilities	4
	Hispanic or Latino	103
	White	16

Activity Implementation Plan

District: _____ College: _____

The College will expand student transfer services, enhance student transfer awareness and increase transfer rates campus-wide for AB540 students, Veterans, Foster Youth and Students with Disabilities. We will work with Enlace, Affirm and Aspire to provide Latino(a), African American and Asian students with additional counseling, specialized transfer workshops and intentional follow-up to improve transfer rates. We will provide students with disabilities who want to transfer interpretive diagnostic tests, specialized counseling, accommodations and specialized success courses. The College will implement degree audit to facilitate the transfer process for counselors and students. We will provide in-residence transcript evaluation and strengthen relations with Admissions and Records to provide a clear pathway for transfer students. We will revisit all transfer services to increase collaboration and coordination to provide clear information to transfer-bound students in multiple-languages. We will expand Transfer and Career curriculum and increase coordination of transfer services. The College will purchase a variety of interest inventories/personality assessments to assist students in clarifying their transfer goal.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Spring 2016	\$146,800	Will be complemented with SSSP Funds

• **Link to Goal**

By providing this outreach customized student services to disproportionately impacted students, we will be able to increase the Transfer rates of these students.

• **Evaluation and Expected Outcomes for Targeted Student Groups**

Both qualitative and quantitative demographic data will be collected three times annually on these at-risk student populations to ensure that their transfer rates in from community college are improving within the next three years. This data will measure the impact of these planned activities on the goal. Data will be collected at the end of each semester and reviewed at the end of the year to assess effectiveness.

Other College- or District-wide Initiatives Affecting Several Indicators

Overview

The San Jose City/Evergreen Community College District consists of two campuses: San Jose City College and Evergreen Valley College. The colleges coordinate policies and procedures, and a number of students attend both colleges when taking courses to meet their academic goals. The colleges offer assessment testing at the high schools, and students who are interested in either campus can take the assessment test on their high school campus with the results available at either campus during their initial orientation.

SJECCD shares a common student information system through a program called Elucian. This program allows counselors to view transcripts, test scores, and current class schedules between Evergreen Valley College and San Jose City College. While operational practices are often college-specific, the campus has created opportunities for continued collaboration and the sharing of best practices within the San Jose Evergreen Community College district through regular meetings with the Chancellor, Presidents, Vice Presidents, and Deans to discuss issues that affect both campuses. There are also district-wide and ad-hoc workgroups for such shared concerns as new online Student Educational Plans, degree audit, enrollment priority dates, and various technology plans.

San Jose City College and Evergreen Valley College continue to partner with San Jose Unified, East Side Union, and Milpitas High School District to provide student assistance with the admissions application, FAFSA assistance and assessment. Students can complete the application and assessment test at their high school and participate in Early Admission Programs. Students who attend the events such as “Days on the Green,” have the opportunity to meet with a counselor, review test scores, attend an orientation, receive an abbreviated EdPlan, and register for summer and/or fall courses. High school counselors and administrators annually visit the campus, meet faculty, and learn about the many programs and opportunities that await their students.

Evergreen Valley Colleges an active participant in the San Jose California Student Opportunity and Access Program. This is one of 16 statewide projects funded by the California Student Aid Commission which aims to increase student success and accessibility to higher education by coordinating and implementing comprehensive academic preparation and motivational support programs for low-income and first-generation college-going families in Santa Clara County.

Evergreen Valley College's geographic region and Cal-SOAP operates in ten schools in the Alum Rock Elementary School District, East Side Union School District, and the San Jose Unified School District. The district sites include two middle schools, and seven high schools.

This Cal-SOAP program operates as a program affiliate of the Educational Partnership Center at the University of California – Santa Cruz. EPC is the contact for K-12 schools, community colleges, businesses, and community-based organizations interested in creating partnerships with UCSC. In addition to Cal-SOAP, EPC houses many other programs which include the Early Academic Outreach Program, Transfer Partnerships Program and Mathematics, Engineering, and Science Achievement to name a few. In conjunction with these programs, Cal-SOAP strives to increase student success and their accessibility to higher education.

The intent of the College's work with high schools and programs that work with high school student is to focus on the transition of students from high school to college. It has been said that closing the gap between high school completion requirements and college entrance is arguably the single most important thing to fix if we are to address our college completion problem. The College and its high school partners have begun to address aligning expectations regarding college and career readiness. It will also be important to initiate discussion between ESL, English and Math faculty and their HS counterparts on aligning critical elements in their curriculum. The upcoming Common Assessment Test will also provide common ground for further dialogue. All of this will hopefully positively affect equity success indicators.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

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

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

• **Activity Type(s)**

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
F.1	All at risk groups mentioned in the sections above.	Up to approximately 7,500 students within a three year period.*
		*Estimated based on current service population.

• **Activity Implementation Plan**

The Evergreen Valley College campus community will conduct an inquiry/self-assessment to understand the nature of issues that are leading to the gaps in student outcomes so that interventions will directly address the problems. Additional research will be

conducted in the areas of gaps pertaining to former foster youth and veterans since this data was not available from the MIS system.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Spring 2016	None Used	Categorical Program Match: \$30,000

- ***Link to Goal***

By providing this additional research, the success, transfer and degree completion rates of former foster youth and veteran students will be increased by 2020.

- ***Evaluation and Expected Outcomes for Targeted Student Groups***

Both qualitative and quantitative demographic data will be collected three times annually on these at-risk student populations to ensure that their transfer rates in from community college are improving within the next three years. This data will measure the impact of these planned activities on the goal. Data will be collected at the beginning, middle and end of each academic year and reviewed twice a year to assess effectiveness. A certified federal compliance officer will be hired by the College part-time to ensure that this data is collected and analyzed against program metrics in a timely and effective manner.

Summary Budget

Summary Budget spreadsheet is included in email and will be attached in the hard copy format of the plan.

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

The Evergreen Valley College Student Equity Plan has been strategically written to align each of its goals with a related set of activities. For these sets of activities, one or more measurable outcomes has been assigned as follows:

- 1) **SEP Goal: To increase access by 5% within the first three years of this plan who identify as White, Native Americans, Students with Disabilities, Foster Youth and Veterans.**
 - **Success Indicator: Access**
 - **Estimated Timeline:** Beginning in Spring of 2016 through 2020
 - **How Progress will be Measured (Measurable Outcomes):** A quantitative increase in student access data in the at-risk areas, verified by an objective resource external to Evergreen Valley College.
 - **Who will be Informed of the Program Evaluation Results:** Students, Faculty, Staff, the Steering Committee for the SEP, Board of Trustee Members, the public community and other educational partners.
 - **How Results will be Used to Inform Practices and how those Implementing These Practices Will Know Their impact:** The Steering Committee Members for the SEP will share these data findings with respective student services and academic departments to ensure that practices are modified accordingly. Deans and Division Heads of all areas affected will be asked to contribute their best practices college-wide to show impact of the SEP initiatives.
 - **When and How Actions will be Taken to Make Any Changes Based on Results:** Members of the SEP Steering Committee represent the majority of student services offices, faculty, students and staff on campus. Needs that arise and require changes in these departments will be discussed with the Steering Committee Members who provide management to these areas.

- 2) **SEP Goal: To increase course completion by 5% within the first three years of this plan for students who identify as Foster Youth, Individuals with Disabilities and Veterans.**
 - **Success Indicator: Course Completion**
 - **Estimated Timeline:** Beginning in Spring of 2016 through 2020

- **How Progress will be Measured (Measurable Outcomes):** A quantitative increase in student course completion data in the at-risk areas, verified by an objective resource external to Evergreen Valley College.
- **Who will be Informed of the Program Evaluation Results:** Students, Faculty, Staff, the Steering Committee for the SEP, Board of Trustee Members, the public community and other educational partners.
- **How Results will be Used to Inform Practices and how those Implementing These Practices Will Know Their impact:** The Steering Committee Members for the SEP will share these data findings with respective student services and academic departments to ensure that practices are modified accordingly. Faculty, Deans and Division Heads of all areas affected will be asked to contribute their best practices college-wide to show impact of the SEP initiatives.
- **When and How Actions will be Taken to Make Any Changes Based on Results:** Members of the SEP Steering Committee represent the majority of student services offices, faculty, students and staff on campus. Needs that arise and require changes in these departments will be discussed with the Steering Committee Members who provide management to these areas.

3) SEP Goal: To increase basic skills pathway completion by 5% within the first three years of this plan for students who are Latino, Individuals with Disabilities, males in English and African American/Black, Individuals with Disabilities and Hispanic/Latino in Math.

- **Success Indicator: ESL and Basic Skills Completion**
- **Estimated Timeline:** Beginning in Spring of 2016 through 2020
- **How Progress will be Measured (Measurable Outcomes):** A quantitative increase in student ESL and Basic Skills completion data in the at-risk areas, verified by an objective resource external to Evergreen Valley College.
- **Who will be Informed of the Program Evaluation Results:** Students, Faculty, Staff, the Steering Committee for the SEP, Board of Trustee Members, the public community and other educational partners.
- **How Results will be Used to Inform Practices and how those Implementing These Practices Will Know Their impact:** The Steering Committee Members for the SEP will share these data findings with respective student services and academic departments to ensure that practices are modified accordingly. Faculty, Deans and Division Heads of all areas affected will be asked to contribute their best practices college-wide to show impact of the SEP initiatives.
- **When and How Actions will be Taken to Make Any Changes Based on Results:** Members of the SEP Steering Committee represent the majority of student services offices, faculty, students and staff on campus. Needs that arise and require changes in these departments will be discussed with the Steering Committee Members who provide management to these areas.

- 4) **SEP Goal: To increase degree and certificate completion by 5% within the first three years of this plan for students who are male and for those who are African American/Black and White (degree completion) and males, Individuals with Disabilities, Pacific Islanders, Foster Youth and Veterans (certificate completion).**
- **Success Indicator: Degree and Certificate Completion**
 - **Estimated Timeline:** Beginning in Spring of 2016 through 2020
 - **How Progress will be Measured (Measurable Outcomes):** A quantitative increase in student Degree and Certificate Completion data in the at-risk areas, verified by an objective resource external to Evergreen Valley College.
 - **Who will be Informed of the Program Evaluation Results:** Students, Faculty, Staff, the Steering Committee for the SEP, Board of Trustee Members, the public community and other educational partners.
 - **How Results will be Used to Inform Practices and how those Implementing These Practices Will Know Their impact:** The Steering Committee Members for the SEP will share these data findings with respective student services and academic departments to ensure that practices are modified accordingly. Faculty, Deans and Division Heads of all areas affected will be asked to contribute their best practices college-wide to show impact of the SEP initiatives.
- 5) **SEP Goal: To increase transfer rates by 5% within the first three years of this plan for students who are African American/Black, Latino, White, Foster Youth, Veterans and students who have a documented disability.**
- **Success Indicator: Transfer**
 - **Estimated Timeline:** Beginning in Spring of 2016 through 2020
 - **How Progress will be Measured (Measurable Outcomes):** A quantitative increase in student transfer rate data in the at-risk areas, verified by an objective resource external to Evergreen Valley College.
 - **Who will be Informed of the Program Evaluation Results:** Students, Faculty, Staff, the Steering Committee for the SEP, Board of Trustee Members, the public community and other educational partners.
 - **How Results will be Used to Inform Practices and how those Implementing These Practices Will Know Their impact:** The Steering Committee Members for the SEP will share these data findings with respective student services and academic departments to ensure that practices are modified accordingly. Faculty, Deans and Division Heads of all areas affected will be asked to contribute their best practices college-wide to show impact of the SEP initiatives.
 - **When and How Actions will be Taken to Make Any Changes Based on Results:** Members of the SEP Steering Committee represent the majority of student services offices, faculty, students and staff on campus. Needs that arise and require changes in these departments will be discussed with the Steering Committee Members who provide management to these areas.

These outcomes were developed in consultation with the Dean of Student Success and the Co-Chair of the Student Success and Equity Committee. The staff in the Office of Institutional Effectiveness has provided critical data that has informed the planning process. In the spring semester an external program evaluation consultant will assist the College in setting up a structure that will be used to conduct program evaluation activities going forward.

The timeline for evaluation will vary for each activity; each outcome has a target date for completion associated with it, and that target date will determine when the evaluation will be completed. An annual report will be prepared in advance of the yearly review of the college's Student Equity Plan in order to complete the plan objectives no later than May of each academic year. Individual program evaluations will be completed in fall when annual plans are due.

Coordination and integration of the student equity evaluation process with Evergreen Valley College's program reviews for Institutional Effectiveness is important and efforts to do this are being made. Specifically, efforts to reflect student equity in the accreditation self-study processes have begun.

Attachments
