Cosumnes River College
Student Equity Plan
2014-2017
Section A: Cosumnes River College
Student Equity Plan
Signature Page

District: Los Rios Community College District

Date Approved by Board of Trustees: 11/12/14

College President: [Signature]

Vice President of Student Services: [Signature]

Vice President of Instruction: [Signature]

Academic Senate President: [Signature]

Student Equity Coordinator/Contact Person: [Signature]
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Section B. Executive Summary

Background

Cosumnes River College (CRC) is committed to diversity and equity in all educational programs and services, as evidenced by its Strategic Plan, which states:

“As an institution that serves a diverse community, CRC strives to support student success, promote educational equity, and offer programs that empower students to achieve their educational goals and contribute to a just and democratic society as global citizens. CRC provides students with access to high-quality services that support their success and facilitate their transition to work or further educational opportunities. CRC also offers instructional programs designed to meet the changing needs of industry and our global economy and programs that enhance student learning and promote educational equity.”

In fall 2014 the College served 14,767 students at its main campus in South Sacramento and outreach center in Elk Grove. The College’s student population is ethnically diverse as indicated by the graph below:

![Demographics Graph]

In order to best serve this diverse student population, CRC provides a broad array of programs and services to ensure that all students have the opportunity to succeed academically. CRC’s Mission, Vision
and Values statement, which expresses the College’s commitment to equity and provides the foundation for this plan, states:

“As a community of scholars and practitioners with a deep commitment to equity and social justice, CRC values teaching and learning excellence and high academic standards sustained by academic integrity, fairness and mutual respect, and an ethic of care. The College’s core values of cultural competence and diversity, continuous learning and assessment, exceptional student services, and innovation are central to our collegial and environmentally responsible academic setting.”

This Student Equity Plan, although newly formulated, is part of ongoing institutional efforts to improve student academic outcomes and to implement teaching methodologies, student services and student support programs that “respond to the needs of our student population, particularly students who are first generation, basic skills, under the age of 25, and from traditionally underrepresented groups (Cosumnes River College Strategic Plan).

The Student Equity Plan (SEP) was written with contributions from faculty, staff, students, and administrators. The Student Equity Planning Group reviewed data in the areas of Access, Course Success, Basic Skills and ESL Progression, Degree and Certificate Attainment and Transfer. This led to the identification of focus areas for the Plan, to the formation of writing teams to research existing and best practices in these areas, and to the development of an action plan consisting of goals, activities, outcomes, and responsible parties. The following four (4) areas informed the development of the plan:

- **Access**: Focus on addressing the disproportionate access data from feeder high schools and data indicating that the intake processes for incoming veterans and students with disabilities need to be accelerated to better serve these groups.
- **Course Success**: Focus on enhancing success rates, particularly for students who are African American or Foster Youth.
- **Basic Skills Progression**: Focus on improving progression rates from one level below college-level to successful completion of a college-level course, particularly for students who are African American students or are over the age of 30.
- **Educational Outcomes Achievement**: Focus on enhancing the completion of certificates, degrees and becoming transfer ready/transfering, particularly for the following groups:
  - Students with disabilities
  - Students who are first-generation college students
  - Foster Youth
  - Students who are African American, Hispanic, Filipino
  - Veterans

The work of the writing teams was compiled, cross-referenced with other college plans and resources and refined. The plan was then disseminated college-wide for input and final editing. The 2014-2017
Student Equity Plan was approved by the LRCCD Board of Trustees on November 12, 2014 in compliance with Title 5 guidelines in Section 54220.

Goals and Success Indicators

The overarching equity goal at Cosumnes River College is to provide a teaching and learning environment that is responsive to the needs, and facilitates the success and learning of, all students, taking into account ethnicity, age, culture, nationality, language, disability, gender, sexual orientation, or religion. The specific goals in the Student Equity Plan follow. More detail about activities and outcomes and the populations of interest in the different areas is included in Section D.

Access

**Goal 1:** Improve participation rates of students from Monterey Trail and Valley High School who are African American or Hispanic and participation rates for the high schools in the southern part of the College’s service area by 5%.

**Goal 2:** Enhance efficiency of and satisfaction with intake and assessment processes, particularly for recent high school graduates.

Course Success and Progression

**Goal 1:** Increase the percentage of students from particular groups who complete the highest level of ESL, Basic Skills English or Basic Skills Math who enroll in and pass a college-level ESL, English or Math course (respectively) by 5%.

**Goal 2:** Enhance course success in college-level Math and English for particular groups of students by 5%.

Goal Completion

**Goal 1:** Increase retention and persistence rates for particular groups of students by 5%.

**Goal 2:** Enhance goal completion for particular groups of students by 5%.

Other

**Goal 1:** Implement at least three program-based improvements each year to enhance participation, success or program completion of particular groups.

**Goal 2:** Institutionalize SEP activities with ongoing assessment and improvement.

Resources Budgeted

The following resources are allocated to support the achievement of the activities, goals and outcomes in the plan:
Year One: Total = $886,856
Equity Plan = $580,769
Student Support and Success Program Plan = $250,955
Basic Skills Initiative = $20,938
Sabbatical Funds = $34,284

Year Two: Total = $886,883
Equity Plan = $580,769
Student Support and Success Program Plan = $277,638
Basic Skills Initiative = $28,476

Year Three = $899,881
Equity Plan = $580,769
Student Support and Success Program Plan = $290,067
Basic Skills Initiative = $29,045

Implementation

The Cosumnes River College Cultural Competence and Equity Committee has assumed shared governance responsibility for overseeing the development and implementation of this Student Equity Plan in accordance with its Committee Charge and the College’s Academic Senate. This Committee is composed of faculty, staff, administration, and students. The committee made recommendations to appropriate bodies regarding the College’s Student Equity Plan. This committee is co-chaired by Kathryn Mayo (Photography Professor) and Rochelle Perez (Librarian). Katherine McLain (Dean of College Planning and Research and College Equity Officer) serves as the Executive Secretary of the committee. Once hired, the Associate Dean of Student Success and Equity will be assigned the operational responsibility for the implementation, assessment, and ongoing development of the Student Equity Plan.

Section C. Campus-Based Research and Data Analysis

Overview
The data used in CRC’s Student Equity Plan was provided by the California Community College Chancellor’s Office and by the College and Los Rios District Research Offices. In all cases, disproportionate impact was identified by calculating the equity index (r), which is the ratio of the metric for the subpopulation divided by the value of the metric for the college’s student population. If this index (ratio) was less than .8 for a subpopulation, this group was identified as a potential focus area for the plan. The following bullets summarize the areas where disproportionate impact was observed. The data tables and calculations are available online at
ACCESS
The Student Equity Planning Committee examined two data sets in order to identify areas where the College might not be serving the community. One data set analyzed the demographics of the College enrollment by zip code for the top ten zip codes in CRC’s service area. The other data set analyzed the demographics of enrollment by high school for each of the comprehensive feeder high schools in the College’s service area.

The following disparities were noted when enrollment by zip code data was compared with the demographics of the zip code:

- Ratios indicate students from 95824 \((r=.5)\), 95822 \((r=.3)\) and 95831 \((r=.3)\) are under-represented. However, these zip codes are technically outside CRC’s service area.
- It appears that across all zip codes students under the age of 30 are over-represented and students over the age of 40 are under-represented. It is interesting that the College is over-enrolling students in the 30-39 age group from 95822 \((r=1.46)\), 95831 \((r=1.36)\) and 95632 \((r=1.36)\) zip codes.
- Students who are African American from 95823 \((r=.63)\) are under-represented.
- Students from 95823 \((.7)\), 95632 \((.51)\), and 95824 \((r=.5)\) who are Hispanic are under-represented.
- In general students from most of the zip codes who are Pacific Islander are over-represented at the college. This is not true except 95823 \((r=.65)\) where they are under-represented and 95757 \((r=1.06)\) and 95822 \((r=1.2)\) where their participation rates match the demographics of the zip codes.
- In general students who are White are under-represented. This is not true for 95823 \((r=1.34)\) and 95824 \((r=1.28)\) where they are over-represented.

The following disparities were noted when enrollment by high school was compared with the demographics of the high school:

- On average almost 22% of the EGUSD comprehensive high school senior class attends CRC. However, the College receives 18% of the senior class at Franklin High \((r=.81)\) and 28% \((r=1.28)\) of the senior class from Monterey Trail.
- Seniors from an EGUSD comprehensive high school in the central or southern Elk Grove who are White are underrepresented at CRC. This is particularly true for Cosumnes Oaks \((r=.66)\), Franklin \((r=.54)\), Laguna Creek \((r=.68)\), Pleasant Grove \((r=.74)\), and Sheldon \((r=.68)\). This is not true for the EG students closer to the college (which includes Florin, Monterey Trail and Valley High). However, the number of students at these schools who are White is too small to draw conclusions.
- Seniors who are African American from Valley \((r=.68)\), Sheldon \((r=.73)\), Florin \((r=.71)\), and Monterey Trail \((r=.64)\) are under-enrolled.
- Seniors who are Hispanic from Florin \((r=.71)\) and Monterey Trail \((r=.62)\) are under-enrolled.
• Seniors who are female from Valley (r=.73), Franklin (r=.78) and Monterey Trail (r=.82) are under-enrolled.

**COURSE SUCCESS**
The Student Equity Planning Committee investigated course success rates by examining annual and fall course success data generated by the college and district research offices. The committee also reviewed the course success data for special populations available on the State Chancellor’s website. The Committee noted that there was no evidence in this data of disproportionate impact based on gender, socio-economic status, first generation status, language status, or educational preparation. One reason for this is the diversity of the College’s student population. The indicated the following:

• Fall course success rates for students who are African American or are Foster Youth are below overall course success rates (r = .796 and .752 respectively).
• The 2012-13 course success rates for students who are African American are below college-wide course success rates (r = .8).

**ESL and BASIC SKILLS COMPLETION**
The Student Equity Planning Committee investigated Basic Skills Completion by examining the Basic Skills Tracker Data and data generated by the College Research Office.

The following disparities were noted in the Basic Skills Tracker data:

• Students who are 17 and under are under-represented in the group of Math 100/101/102 completers who enrolled in and passed a college level math course in the system (r=.72).
• Students who are African American are under-represented in the group of Math 100/101/102 completers who enrolled in and passed a college level math course in the system (r = .75).

The following disparities were noted when the College focused locally on students who enrolled in the college-level course at CRC:

• Students who are 30 and over are under-represented in the group of Engwr 101 completers who enrolled in and passed Engwr 300 (r = .48 for students 30 – 39 and r = .2 for students 40 and older).
• Students who are White are under-represented among the group of students completing Engwr 101 (r = .733).
• Students who are African American are under-represented in the group of Engwr101 completers who enrolled in and passed Engwr 300 (r=.737).
• Students who are African American or Asian are under-represented in the group of Math 100/102 completers who enrolled in and passed a college-level math course (r = .775 and .747 respectively).
• Students who are 40 and over are under-represented in the group of students who enrolled in and completed Math 100/102 (r = .588).

It should be noted that the ESL population at the college was too small and too homogeneous to yield any information about disproportionate impact for these students.
GOAL COMPLETION
The Student Equity Planning Committee investigated Goal Completion by reviewing three sets of data. The College Research Office provided information comparing the demographics of students who had earned a Degree and Certificate with the overall demographics of the college and with the group of students who indicated a goal of completing a degree or certificate. The committee also reviewed the California Community College’s Scorecard Completion Metric and the Special Populations data on the Chancellor’s Office website.

The following disparities were noted in the data provided by the CRC Research Office and the Special Populations data on the Chancellor’s Office website:

**Degree Attainment**
**Comparing with students intending on completing a degree**
- Students intending to earn a degree who are between the ages of 20 and 29 are over-represented among the degree earners at the college ($r = 1.61$). The other age groups are under-represented ($r <= .77$).
- Students intending to earn a degree who are African American are under-represented among the degree earners at the college ($r = .60$).
- Students in the EOPS and DSPS programs and Foster Youth are underrepresented among the degree earners at the college ($r = .67, .61, and .34$ respectively).

**Comparing with the overall demographics of the college**
- Students between the ages of 15 and 19 or are 40 and over are under-represented among the degree earners at the college ($r = .4$ and $.74$ respectively).
- Students who are male are under-represented among the degree earners at the college ($r = .78$).
- Students who are African American are under-represented among the degree earners at the college. The other groups are represented at rates similar to their enrollment proportions ($r = .75$).

**Certificate Attainment**
**Comparing with students intending on earning a certificate**
- Students intending to earn a certificate who are between the ages of 15 and 19 are under-represented among the certificate recipients ($r = .12$).
- There is no disproportionate impact with respect to earning a certificate in this group based on gender or ethnicity with the exception of students who are African American ($r = .74$).

**Comparing with the overall demographics of the college**
- Students between the ages of 20 and 29 are under-represented among certificate recipients at the college ($r = .75$).
Scorecard Completion Metric

- Students in this cohort who received DSPS services were less likely to complete one of the outcomes compared to other students ($r = .71$).
- Students in the cohort who are Hispanic or Filipino were less likely to complete one of the outcomes compared to other students ($r = .76$, and .79 respectively).
- Students in this cohort between the ages of 25 and 49 were less likely to achieve an outcome compared to other students ($r = .77$).
- Students in this cohort between the ages of 25 and 49 who were prepared for college were less likely to achieve an outcome compared to other students ($r = .59$).

TRANSFER

The Student Equity Planning Committee investigated Transfer by reviewing three data sets. One data set contained information about students who were transfer ready. The second data set consisted of all students who had transferred according to the National Student Loan Clearinghouse. The third data set consisted of Transfer Velocity data downloaded from the State Chancellor’s website. The following differences were noted:

Transfer Data

- Students below the age of 20 or 40 years of age and over are under-represented in the group of students who transfer ($r = .444$ and .493 respectively).
- Students who are Hispanic are under-represented in the group of students who transfer ($r = .541$).
- Students in the DSPS program are under-represented in the group of students who transfer ($r = .546$).

Transfer Velocity

- Students in this cohort between the ages of 25 to 29 are least likely to transfer within six years. ($r = .75$).
- Students in this cohort who are Filipino or Hispanic transfer at lower rates than other students at the college ($r = .62$ and .72 respectively).
- Students in the DSPS program transfer at lower rates than other students at the college ($r = .59$).

Transfer-Ready

- Students between the ages of 20-29 are over-represented in this group ($r=1.6$). The other groups are under-represented ($r = .49$ for students under the age of 20, $r = .76$ for students between the ages of 30 and 39, and $r = .38$ for students 40 and over).
- Students who are African American or Native American are under-represented in this group ($r = .34$ and .29 respectively).
- Students with disabilities are under-represented in this group ($r = .71$).
The Student Equity Planning Committee reviewed and discussed this data and identified the following four (4) areas to address in the Equity Plan:

- **Access**: Focus on addressing the disproportionate access data from feeder high schools and data indicating that the intake processes for incoming veterans and students with disabilities need to be accelerated to better serve these groups.
- **Course Success**: Focus on enhancing success rates, particularly for students who are African American or Foster Youth.
- **Basic Skills Progression**: Focus on improving progression rates from one level below college-level to successful completion of a college-level course, particularly for students who are African American students or are over the age of 30.
- **Educational Outcomes Achievement**: Focus on enhancing the completion of certificates, degrees and becoming transfer ready/transfering, particularly for the following groups:
  - Students with disabilities
  - Students who are first-generation college students
  - Foster Youth
  - Students who are African American, Hispanic, Filipino
  - Veterans

**Section D: Goals, Objectives and Activities**

**ACCESS**

*Goal 1: Improve participation rates of students from Monterey Trail and Valley High School who are African American or Hispanic and participation rates for the high schools in the southern part of the College’s service area by 5%.*

**Objective 1.1: Enhance collaboration with Monterey Trail High School**

**Activity 1.1.1: Increase outreach coordinator presence at Monterey Trail from biweekly to weekly**

  Outcome 1.1.1.a: There will be a 20% increase in student contacts at Monterey Trail High School.

  Outcome 1.1.1.b: Outreach Specialist will attend at least 4 counselor meetings during the year.

  Outcome 1.1.1.c: There will be a 5% increase in enrollment of students of color from Monterey Trail.

**Activity 1.1.2: Schedule one section of Freshmen Seminar and/or College Success at Monterey Trail High School.**

  Outcome 1.1.2.a: At least 30 high school students will enroll in and complete the Freshmen Seminar or College Success class.
Outcome 1.1.2.b: There will be a 5% increase in enrollment of students of color from Monterey Trail.

Activity 1.1.3: Organize and facilitate campus visits for Monterey Trail Seniors
   Outcome 1.1.3.a: At least 50 Monterey Trail students will attend a campus tour.
   Outcome 1.1.3.b: There will be a 5% increase in enrollment of students of color from Monterey Trail high school.

Activity 1.1.4: Coordinate with Student Ambassadors to make classroom presentations in select classes
   Outcome 1.1.4.a: At least 3 classroom presentations will be made to Monterey Trail classes.
   Outcome 1.1.4.b: There will be a 5% increase in enrollment of students of color from Monterey Trail high school.

Activity 1.1.5: Conduct math articulation meeting/conference with Monterey Trail math teachers
   Outcome 1.1.5.a: Materials outlining expectations for Beginning Algebra and Intermediate Algebra will be developed and disseminated.
   Outcome 1.1.5.b: At least 50% of Monterey Trail Math teachers will attend the articulation meeting/conference.
   Outcome 1.1.5.c: There will be a 5% decrease in the percentage of first time students from Monterey Trail placing into basic skills math.

Objective 1.2: Enhance collaboration with Valley High School

Activity 1.2.1: Develop a partnership with Valley’s Gear Up program
   Outcome 1.2.1.a: New partnerships will be developed.
   Outcome 1.2.1.b: At least two “joint” activities will be developed and implemented by CRC faculty and staff to support Gear Up program.

Activity 1.2.2: Organize and facilitate campus visits for Valley High Seniors
   Outcome 1.2.2.a: At least 50 Valley High students will attend a campus tour.
   Outcome 1.2.2.b: There will be a 5% increase in the enrollment of students of color from Valley High School.

Activity 1.2.3: Enhance outreach activities during the Viking Time at Valley High School
   Outcome 1.2.3.a: There will be a 5% increase in the number of Valley High School students scheduling appointments to meet with Outreach personnel in the career center.
   Outcome 1.2.3.b: There will be a 5% increase in enrollment of recent high school graduates from Valley High School.
Objective 1.3: Enhance outreach materials for high school students

Activity 1.3.1: Develop recruitment materials in other languages
   Outcome 1.3.1.a: Recruitment materials and key web pages will be available in multiple languages.
   Outcome 1.3.1.b: There will be a 5% increase in the enrollment of multilingual students from the College’s feeder high schools.

Activity 1.3.2: Develop a special programs (e.g. Diop, Puente, Enriched Scholars, etc.) program brochure/insert to facilitate recruitment
   Outcome 1.3.2.a: New materials and Website will be developed.
   Outcome 1.3.2.b: Interest and participation in special programs will increase by 5%.

Activity 1.3.3: Make additional print schedules available in the Career and Counseling Centers at feeder high schools
   Outcome 1.3.3.a: Additional print schedules will be available in high schools.
   Outcome 1.3.3.b: There will be an increased use of schedules in career/counseling centers.

Objective 1.4: Enhance outreach to the high schools in the southern part of the College’s service area

Activity 1.4.1: Enhance outreach presence in high schools where the College is under-enrolling students
   Outcome 1.4.1.a: There will be a 5% increase in the percentage of recent high school graduates attending CRC.

Activity 1.4.2: Schedule one section of Freshmen Seminar and/or College Success at a high school in the southern part of the College’s service area.
   Outcome 1.1.2.a: At least 30 high school students will enroll in and complete the Freshmen Seminar or College Success class.
   Outcome 1.1.2.b: There will be a 5% increase in enrollment of students from the high school(s) hosting the class.

Goal 2: Enhance efficiency of and satisfaction with the intake and assessment processes, particularly for recent high school graduates.

Objective 2.1: Enhance access to assessment

Activity 2.1.1: Develop and implement assessment preparation materials and/or workshops
   Outcome 2.1.1.a: Students will indicate a high level of satisfaction with their placement results and experience.

Activity 2.1.2: Increase Assessment Center hours
Outcome 2.1.2.a: There will be a 10% increase in the number of students who complete the assessment process in the assessment center prior to the beginning of the semester.
Outcome 2.1.2.b: Students will indicate a high level of satisfaction with their placement results and experience.

Objective 2.2: Enhance outreach and ability to support Spanish speaking students

Activity 2.2.1: Provide e-services support to Spanish speaking students and families
Outcome 2.2.1.a: A web page providing support will be developed.
Outcome 2.2.1.b: There will be a 5% increase in the percentage of students whose first language is Spanish attending CRC.

Activity 2.2.2: Translate recruitment materials into Spanish
Outcome 2.2.2.a: Materials will be translated into Spanish.
Outcome 2.2.2.b: There will be a 5% increase in the percentage of students whose first language is Spanish attending CRC.

COURSE SUCCESS and PROGRESSION

Goal 1: Increase the percentage of students of particular groups who complete the highest level of ESL, Basic Skills English or Basic Skills Math who enroll in and pass a college-level ESL, English, or Math course (respectively) by 5%.

Objective 1.1: Enhance course success and progression in English, particularly for students who are African American, 30 years of age and older, or are current or former Foster Youth

Activity 1.1.1: Develop 100-level integrated reading and writing course
Outcome 1.1.1.a: Curriculum will be developed in spring 2015.
Outcome 1.1.1.b: Pilot sections of the course will be scheduled and offered during fall 2015.

Activity 1.1.2: Develop materials to support the implementation of supplemental instruction in Engwr 300
Outcome 1.1.2.a: Materials will be developed.

Activity 1.1.3: Provide supplemental instruction for up to 5 sections of high impact courses, including English 300
Outcome 1.1.3.a: There is a 5% improvement in the success rates in the sections with supplemental instruction compared to the other sections of the same course or with historical data, particularly for students who are African American, 30 years of age and older, or are current or former Foster Youth.

Activity 1.1.4: Enhance the norming/scoring activities in basic skills English writing courses
Outcome 1.1.4.a: Discussions will be expanded to include reflective dialog about the midterm results.
Outcome 1.1.4.b: At least two teaching changes particularly designed to facilitate educational equity will be implemented as a result of the reflective dialog.

Objective 1.2: Enhance course success and progression in Math, particularly for students who are African American or 40 years of age and older.

Activity 1.2.1: Expand use of Supplemental Instruction in highest level basic skills and college level math courses
Outcome 1.2.1.a: An increased number of math center tutors and Instructional Assistants are trained in SI and mindfulness.
Outcome 1.2.1.b: There is a 20% increase in the number of Math 100, 125 and 120 classes offering supplemental instruction.
Outcome 1.2.1.c: There is a 5% improvement in the success rates in the sections with supplemental instruction compared to the other sections of the same course or with historical data, particularly for students who are African American or are 40 years of age and older.

Activity 1.2.2: Develop a new accelerated basic skills math sequence
Outcome 1.2.2.a: Curriculum will be developed during spring 2015.
Outcome 1.2.2.b: Pilot section will be taught fall 2015.
Outcome 1.2.2.c: Course success and progression rates for pilot course will exceed comparable college-wide course success and progression rates, particularly for students who are African American or are 40 years of age and older.

Activity 1.2.3: Develop and deliver math modules to support key concepts in Math 120
Outcome 1.2.3.a: Math modules will be developed.
Outcome 1.2.3.b: Math modules will be offered via the math center.
Outcome 1.2.3.c: At least 50 students will complete 6 or more modules.
Outcome 1.2.3.d: There will be a 5% increase in the Math 120 success rates for students completing 6 or more modules, particularly for students who are African American or are 40 years of age and older.

Objective 1.3: Enhance course progression in ESL

Activity 1.3.1: Research and examine issues
Outcome 1.3.1.a: Causes identified and plans to remediate are developed.

Activity 1.3.2: Develop pilot to address issues
Outcome 1.3.2.a: Pilot and materials will be developed.

Activity 1.3.3: Implement pilot in fall 2015
Outcome 1.3.3.a: Successful components of the pilot are identified and an institutionalization plan is developed.
Outcome 1.3.3.b: Components of an assessment plan for the pilot will be identified and implemented.

Goal 2: Enhance course success in English and Math for particular groups of students by 5%

Objective 2.1: Enhance peer mentoring opportunities, particularly for students who are African American or Hispanic

Activity 2.1.1: Develop mentoring infrastructure
Outcome 2.1.1.a: Mentoring program developer will be hired/identified.
Outcome 2.1.1.b: Mentoring structure and training materials will be developed.

Activity 2.1.2: Pilot-test expanded mentoring program in spring 2015
Outcome 2.1.2.a: At least 30 students of color will participate in the mentoring program.
Outcome 2.1.2.b: Course success rates for students participating in the mentoring program will be 4% more than comparable college-wide course success rates.
Outcome 2.1.2.c: Persistence rates for students participating in the mentoring program will be 4% more than comparable college course success rates.

Objective 2.2: Expand Puente and Diop to encompass math

Activity 2.2.1: Use SEPs and schedules of Puente and Diop students to set aside blocks of seats in math courses for Puente and Diop students.
Outcome 2.2.1.a: Math course success rates for students in the pilot project will be 4% more than comparable course success rates.

Objective 2.3: Enhance course success, progression and completion rates for Foster Youth

Activity 2.3.1: Enhance support for Foster Youth not eligible for EOPS
Outcome 2.3.1.a: There will be a 5% increase in course success and progression rates for Foster Youth participating in Enriched Scholars.
Outcome 2.3.1.b: All participating Enriched scholars will have received educational materials (binders, pens, pencils, highlighters, USB, bluebooks/scan, paper).

Activity 2.3.2: Enhance the outreach and in-reach to increase number of students served by Enriched Scholars
Outcome 2.3.2.a: New brochures, marketing and orientation materials will be developed (including a website).
Outcome 2.3.2.b: There will be a 20% increase in the number of Foster Youth participating in Enriched Scholars.
Outcome 2.3.2.c: There will be an enhanced ability to identify and track Foster Youth.
Objective 2.4: Enhance course success, progression and goal completion of Veterans

Activity 2.4.1: Expand services in the Veterans Center
Outcome 2.4.1.a: There will be a 20% increase in the utilization of counseling services in the center.
Outcome 2.4.1.b: There will be at least 3 major new program components provided through the Veterans Center.
Outcome 2.4.1.c: Course success rates for students using the Veterans Center will be 4% more than comparable college course success rates.
Outcome 2.4.1.d: Persistence rates for students using the Veterans Center will be 4% more than comparable college-wide persistence rates.

Activity 2.4.2: Increase the number of veterans served by the Veterans Center
Outcome 2.4.2.a: New promotional materials will be developed.
Outcome 2.4.2.b: There will be enhanced outreach conducted by the Veterans Center.
Outcome 2.4.2.c: There will be a 20% reduction in the time needed for students to complete the Veterans intake process.

Objective 2.5.1: Enhance the course success, progression and goal completion of DSPS students

Activity 2.5.1: Provide enhanced testing services for students with learning disabilities
Outcome 2.5.1.a: There will be a 20% reduction in the time needed for students to complete their Learning Disability testing so become eligible for services.
Outcome 2.5.1.b: There will be a 5% increase in the course success rates for DSPS students compared to historical data.
Outcome 2.5.1.c: There will be a 5% increase in the persistence rates of DSPS students compared to historical data.

Activity 2.5.2: Provide enhanced counseling support for DSPS students
Outcome 2.5.2.a: All DSPS students will have up-to-date student educational plans.
Outcome 2.5.2.b: There will be a 5% increase in the number of DSPS students who complete their educational goal compared to historical data.
Outcome 2.5.1.b: There will be a 5% increase in the course success rates for DSPS students compared to historical data.
Outcome 2.5.1.c: There will be a 5% increase in the persistence rates of DSPS students compared to historical data.

GOAL COMPLETION

Goal 1: Increase retention and persistence rates for particular groups of students by 5%.
**Objective 1.1: Enhance interventions for students**

**Activity 1.1.1: Design and pilot test an early alert system**
Outcome 1.1.1.a: An Early Alert system will be designed (including reporting process/form, response plan resource needs, and evaluation process/tools).
Outcome 1.1.1.b: The Early Alert system will be pilot-tested with a cohort of students.
Outcome 1.1.1.c: The Early Alert system will be assessed and modified (as needed).
Outcome 1.1.1.d: Resource needs for scaled up system will be identified.

**Activity 1.1.2: Develop and implement a “Welcome Back Day” during the winter intersession for fall first-time freshmen who are enrolled for the subsequent semester**
Outcome 1.1.2.a: At least 100 students will attend the first Welcome Back Day.
Outcome 1.1.2.b: Welcome Back Day activities will be assessed and modified.
Outcome 1.1.2.c: Spring course completion rates of Welcome Back Day participants will be 4% greater than spring 15 course completion rates for all first time freshmen.
Outcome 1.1.2.d: spring-to-fall persistence rates of Welcome Back Day participants will be 4% greater than spring-to-fall persistence rates for all first time freshmen.

**Activity 1.1.3: Develop and implement a “Welcome Day” each fall for students who are African American or Hispanic**
Outcome 1.1.3.a: At least 100 students will attend the first fall Welcome Day.
Outcome 1.1.3.b: Welcome Day activities will be assessed and modified.
Outcome 1.1.3.c: Fall course completion rates of Welcome Day participants will be 4% greater than comparable fall course completion rates.
Outcome 1.1.3.d: Fall-to-spring persistence rates of Welcome Day participants will be 4% greater than comparable fall to spring persistence rates.

**Activity 1.1.4: Create an Emerging Scholars Program for First-Generation Students**
Outcome 1.1.4.a: Eligibility criteria and a recruitment plan and materials will be developed.
Outcome 1.1.4.b: Program components will be identified. Ideas include learning contracts, mentoring, using this group to pilot early alert, supplemental activities such as scheduling college bus trips, employer panels, just in time student success workshops, etc. Incentives will be used (such as a small book store voucher) for engaging in behaviors that contribute to student success (e.g. going to an office hour, a tutoring center, counseling, etc.); rewards for students who improve their GPA and/or course completion rates; and the use of twitter etc. to push information to students.
Outcome 1.1.4.c: At least 100 students will sign up to participate.
Outcome 1.1.4.d: Spring course completion rates of the Emerging Scholars participants will be 4% greater than the spring 15 course completion rates for all first generation students.
Outcome 1.1.4.e: Spring-to-fall persistence rates of the Emerging Scholars participants will be 4% greater than spring-to-fall persistence rates for all first generation students.
Objective 1.2: Increase the number of students in particular groups who complete an educational goal

Activity 1.2.1: Enhance the college’s ability to support student completion of programs, particularly students who are African American, Hispanic, DSPS, or are Foster Youth, by expanding degree audit activities
   Outcome 1.2.1.a: There will be a 5% increase in the number of students benefiting from strategic degree auditing and follow-up activities.
   Outcome 1.2.1.b: There will be a 5% increase in the number of students, particularly students who are African American, Hispanic, DSPS students or are Foster Youth, completing certificates, degrees or becoming transfer ready.

Activity 1.2.2: Expand the capacity of the College to support transfer students
   Outcome 1.2.2.a: There will be an enhanced capacity of transfer center to support special populations, particularly students who are African American, Filipino or Hispanic, or are in DSPS.
   Outcome 1.2.2.b: The College will investigate the feasibility of developing a course to support students intending to transfer.

Goal 2: Enhance goal completion for particular groups of students by 5%.

Objective 2.1: Enhance mentoring opportunities, particularly for students who are African American or Hispanic

Activity 2.1.1: Develop mentoring infrastructure
   Outcome 2.1.1.a: Mentoring structure and training materials will be developed.
   Outcome 2.1.1.b: Mentoring coordinator will be hired/identified.

Activity 2.1.2: Pilot test expanded mentoring program in spring 2015
   Outcome 2.1.2.a: At least 30 students who are African American will participate in the mentoring program.
   Outcome 2.1.2.b: Course success rates for African American students participating in the mentoring program will be 4% more than comparable college course success rates.

Objective 2.2: Expand Puente and Diop to encompass math

Activity 2.2.1: Use SEPs and schedules of Puente and Diop students to set aside blocks of seats in math courses for Puente and Diop students
   Outcome 2.2.1.a: Math course success rates for students in the pilot project will be 4% more than average course success rates for comparable level courses.
Objective 2.3: Enhance course success, progression and completion rates for Foster Youth

Activity 2.3.1: Enhance support for Foster Youth not eligible for EOPS
   Outcome 2.3.1.a: There will be a 5% increase in course success and progression rates for Foster Youth participating in Enriched Scholars.
   Outcome 2.3.1.b: They will provide educational materials (binders, pens, pencils, highlighters, USB, bluebooks/scan, paper) to Enriched scholars participants.

Activity 2.3.2: Enhance outreach and in-reach to increase number of students served by Enriched Scholars
   Outcome 2.3.2.a: New brochures, marketing and orientation materials will be developed (including a website).
   Outcome 2.3.2.b: There will be a 20% increase in the number of Foster Youth participating in Enriched Scholars.
   Outcome 2.3.2.c: There will be an enhanced ability to identify and track Foster Youth.

Objective 2.4: Enhance course success, progression and goal completion of Veterans

Activity 2.4.1: Expand services provided in the Veterans Center
   Outcome 2.4.1.a: There will be a 20% increase in the counseling services accessed in the center.
   Outcome 2.4.1.b: There will be at least 3 major new program components provided through the Veterans Center.

Activity 2.4.2: Increase the number of veterans served by the Veterans Center
   Outcome 2.4.2.a: New promotional materials will be developed.
   Outcome 2.4.2.b: There will be enhanced outreach conducted by the Veterans Center.

Objective 2.5: Enhance course success, progression and goal completion of DSPS students.

Activity 2.5.1: Provide enhanced Learning Disability testing services
   Outcome 2.5.1.a: There will be a 20% reduction in the time needed for student to complete their learning disability testing so become eligible for services.
   Outcome 2.5.1.b: There will be a 5% increase in the course success rates for DSPS students.

Activity 2.5.2: Provide enhanced counseling support for DSPS students
   Outcome 2.5.2.a: All DSPS students will have up-to-date student educational plans.
   Outcome 2.5.2.b: There will be a 5% increase in the number of DSPS students who complete their educational goal.

Activity 2.5.3: Enhance Transfer Center Outreach to students who are African American or Hispanic
   Outcome 2.5.3.a: There will be a 10% increase in classroom presentations to targeted
transfer level courses.
Outcome 2.5.3.b: There will be a 10% increase in participation of African American and Hispanic students in transfer center activities.

OTHER

Goal 1: **Implement at least three program-based improvements to enhance participation, success or program completion of particular groups.**

Objective 1.1: Support Innovation Projects to enhance access, success or completion for under-represented groups

Activity 1.1.1: Develop process and criteria for Equity Innovation Grants (Year One)

Activity 1.1.2: Select projects to be funded
Outcome 1.1.2.a: Projects will be completed and assessed.

Objective 1.2: Provide enhanced support for professional development

Activity 1.2.1: Create and support a faculty inquiry group facilitated by the CASSL Coordinator
Outcome 1.2.1.a: At least 10 faculty will participate in the faculty inquiry group.
Outcome 1.2.1.b: Participants’ Implementation of learning will result in enhanced course or program success.

Activity 1.2.2: Strengthen existing SLO assessment activities to facilitate enhanced dialog about teaching and learning
Outcome 1.2.2.a: Higher level outcomes assessment discussions will occur, leading to the implementation of at least one change designed to enhance student success.
Outcome 1.2.2.b: Implementation of changes will, over time, results in enhanced course success, particularly for students from underperforming groups.

Goal 2: **Institutionalize SEP activities with ongoing assessment and improvement.**

Objective 2.1: Hire additional staff
Activity 2.1.1: Hire an associate dean to oversee and coordinate the implementation, assessment and ongoing development of the SEP, the SSSP and the BSI plans
Outcome 2.1.1: Associate Dean will be hired.
Outcome 2.1.2: SEP, SSSP and BSI plans will be successfully implemented and assessed.

Activity 2.1.2: Hire additional research analyst to support the assessment and ongoing development of the SEP, SSSP and BSI plans
Outcome 2.1.2: A Research Analyst will be hired.
Outcome 2.1.2: The Student Equity, Student Support and Services and Basic Skills Initiative
plans will be successfully assessed, and results will be used for reporting and modification as needed.

**Section E: Budget**

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**Supplies, stipends, student help, and bus rental for Summer Bridge Program for African American males (funded by SSSP) $10,000**

**Retention Specialist (funded by SSSP) $58,729**

**Goal Completion**

**A and R Evaluator/degree auditor to review transcripts for target student and to facilitate intake of veterans**

**Adjunct counselor to follow up with students identified by degree audit**
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<td>Assessment SPA (funded by SSSP dollars) $ 40,817 (salary and benefits)</td>
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<td>2015-16</td>
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<td>Benefits</td>
<td>Release Time</td>
<td>Benefits</td>
<td>Adjunct Salary</td>
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<tr>
<td>Course Success and Progression</td>
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<td>Emerging Scholars Faculty Program Developer (.4 RT for one semester and .2 RT for one semester)</td>
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<td>26,777</td>
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<td>Emerging Scholars Supplies</td>
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<td>Stipends for SI instructors</td>
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<tr>
<td>Temp SPA (backfill) to support Enriched Scholars</td>
<td>10,333</td>
<td>620</td>
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<td>Supplies to support Enriched Scholars</td>
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<td>Student Help to support Enriched Scholars</td>
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<td>Food for Enriched Scholars Events</td>
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<td>Food Vouchers for Enriched Scholars</td>
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<td>Adjunct counselor to support Enriched Scholars (.2 FTE)</td>
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<td>Temp SPA to do outreach and coordinated services in the Veterans Center</td>
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<td>620</td>
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<td>Adjunct Counseling Vet Center (.2)</td>
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<td>Stipends/honoraria for presenters</td>
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<td>Adjunct</td>
<td>Benefits</td>
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<td>Clerical support for Veterans Center (provided by SSSP)</td>
<td>34,028</td>
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<td>Supplies, stipends, student help, and bus rental for Summer Bridge Program for African American males (funded by SSSP)</td>
<td>$10,000</td>
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<td>Retention Specialist (funded by SSSP)</td>
<td>$58,729</td>
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<tr>
<td>Tutoring Clerk to support SI and mentoring (Funded by SSSP)</td>
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<td>Goal Completion</td>
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<td>A and R Evaluator/degree auditor to review transcripts for target students and to facilitate intake of veterans</td>
<td>40,952</td>
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<td>Adjunct counselor to follow up with students identified by degree audit</td>
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<td>17,567</td>
<td>3,425</td>
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<td>Welcome Days Supplies and food (coordination covered by Outreach Specialists and Program Coordinators)</td>
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<tr>
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<td>Benefits</td>
<td>Permanent Salary</td>
<td>Benefits</td>
<td>Release Time</td>
<td>Benefits</td>
<td>Adjunct Salary</td>
<td>Benefits</td>
<td>Other</td>
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<td>Transfer Center SPA (50%) to provide enhanced support and outreach</td>
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<td>12,587</td>
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<td><strong>Other</strong></td>
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<tr>
<td>Student Success Coordination (associate dean) - cost shared with SSSP and BSI</td>
<td>57,877</td>
<td>13,312</td>
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<td>Research Analyst to support enhanced student services research capacity and to support the assessment of the BSI, SEP and SSSP and other research to support Student Services</td>
<td>60,517</td>
<td>30,077</td>
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<tr>
<td>Innovation Funds (up to 3 at $5000 each)</td>
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<td>1,680</td>
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<td>Stipends for SI training and faculty inquiry group participation</td>
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<tr>
<td>2016-17</td>
<td>Temp Salary</td>
<td>Benefits</td>
<td>Permanent Salary</td>
<td>Benefits</td>
<td>Release Time</td>
<td>Benefits</td>
<td>Adj. salary</td>
<td>Benefits</td>
<td>Other</td>
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<tr>
<td>DSPS SPA (SSSP funded) to implement case management in DSPS</td>
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<td>DSPS Counselor to expedite LD testing and implement case management in DSPS</td>
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<td>17,567</td>
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<td>Assessment SPA (funded by SSSP dollars) $ 40,817 (salary and benefits)</td>
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<td>Assessment Prep Materials</td>
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<td><strong>Course Success and Progression</strong></td>
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<td>Early Alert Faculty Developer (.4 RT for one semester and .2 RT for one semester)</td>
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<td>27,312</td>
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<tr>
<td>Emerging Scholars Supplies</td>
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<td>Student help (for student SI leaders)</td>
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<td>Stipends for SI instructors</td>
<td>18,138</td>
<td>2,031</td>
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<tr>
<td>Temp SPA (backfill) to support Enriched Scholars (40%)</td>
<td>10,333</td>
<td>620</td>
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<td>Supplies to support Enriched Scholars</td>
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<td>Benefits</td>
<td>Permanent Salary</td>
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<td>Release Time</td>
<td>Benefits</td>
<td>Adj. salary</td>
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<tr>
<td>Student Help to support Enriched Scholars</td>
<td>10,800</td>
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<td>Food for Enriched Scholars Events</td>
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<td>Food vouchers for Enriched Scholars</td>
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<tr>
<td>Adjunct counselor to support Enriched Scholars (.2 FTE)</td>
<td>17,567</td>
<td>3,425</td>
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<tr>
<td>Temp SPA to do outreach and coordinate/expand services in the Veterans Center</td>
<td>10,333</td>
<td>620</td>
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<tr>
<td>Adjunct Counseling Vet Center (.2 FTE)</td>
<td>17,567</td>
<td>3,425</td>
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<tr>
<td>Clerical support for Veterans Center (provided by SSSP)</td>
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<tr>
<td>Retention Specialist (funded by SSSP)</td>
<td>$58,729</td>
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<tr>
<td>Supplies, stipends, student help, and bus rental for Summer Bridge Program for African American males (funded by SSSP)</td>
<td>$10,000</td>
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<tr>
<td>2016-17</td>
<td>Temp Salary</td>
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<td>Permanent Salary</td>
<td>Benefits</td>
<td>Release Time</td>
<td>Benefits</td>
<td>Adj. salary</td>
<td>Benefits</td>
<td>Other</td>
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<td><strong>Goal Completion</strong></td>
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<tr>
<td>A and R Evaluator/degree auditor to review transcripts for target students and to facilitate intake of veterans</td>
<td>41,771</td>
<td>20,760</td>
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<td>Adjunct counselor to follow up with students identified by degree audit</td>
<td></td>
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<td></td>
<td></td>
<td>17,567</td>
<td>3,425</td>
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<tr>
<td>Welcome Days Supplies and food (coordination covered by Outreach Specialist and Program Coordinators)</td>
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<td></td>
<td></td>
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<td>5,000</td>
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</tr>
<tr>
<td>Student Mentors</td>
<td>16,200</td>
<td>130</td>
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<tr>
<td>Tutoring Clerk to help support tutoring, supplemental instruction and mentoring program. Funded by SSSP SPA (50%) to support enhanced outreach/program components in the Transfer Center, particularly for African American and Hispanic Students</td>
<td>25,836</td>
<td>12,839</td>
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<tr>
<td>2016-17</td>
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<td>Benefits</td>
<td>Permanent Salary</td>
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<td>Adj. Salary</td>
<td>Benefits</td>
<td>Other</td>
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<td>Other</td>
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<tr>
<td>Student Success Coordination (associate dean) - cost shared with SSSP and BSI</td>
<td></td>
<td></td>
<td>59,035</td>
<td>13,578</td>
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<td>Research Analyst to support enhanced student services research and the assessment of the BSI, SEP and SSSP and other research to support Student Services</td>
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<td>61,727</td>
<td>30,678</td>
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<td>Innovation Funds (up to 2 at $5000 each)</td>
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<td>1,120</td>
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<td>5,000</td>
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<tr>
<td>Stipends for SI and mentor training</td>
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<td><strong>245,774</strong></td>
<td><strong>95,422</strong></td>
<td><strong>27,312</strong></td>
<td><strong>8,358</strong></td>
<td><strong>52,700</strong></td>
<td><strong>10,276</strong></td>
<td><strong>27,856</strong></td>
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<td><strong>TOTAL:</strong></td>
<td><strong>580,769</strong></td>
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**Section F: Evaluation Schedule and Process**

Evaluation will consist of an annual review cycle involving three components. The first component will evaluate the status of the implementation of the proposed activities in the plan. On an annual basis, individuals responsible for each planned activity will submit a report to the Student Success and Equity Associate Dean pertaining to activity status, any barriers to carrying out the activities, a plan to address barriers (as needed), and requests/recommendations for modifications of the upcoming year’s budget. The second component will include an audit of all expenditures made in support of the plan. The third component will include an assessment of the outcomes of the activities that have been implemented as outlined in the plan combined with satisfaction data collected from program participants. The results of this annual audit (and any resulting changes to the Equity Plan) will be reviewed by the Cultural Competence and Equity Committee and forwarded to the Executive Council for constituency review by
the Academic Senate, Classified Senate, Associated Students, and Administrative Team. The data will also be incorporated into the College’s Strategic Plan assessment processes.

The cumulative impact of the SEP will be assessed in two ways. The first component will include the review of the progress made in achieving the goals in the plan. The second component will include the formulation of the data packet that informed the development of the SEP and the tracking of progress made with respect to the equity indices for (1) Access, (2) Basic Skills/ESL Course Completion, (3) Retention and Persistence, (4) Degree/Certificate Completion, and (5) Transfer. The Student Equity Planning Group and the Cultural Competence and Equity Committees will review the data as part of the next Student Equity Planning cycle.

Contact Person
The contact person for the Cosumnes River College Student Equity Plan is noted below.

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