



Executive Summary

Student Equity Plan 2015-2016

EXECUTIVE SUMMARY

Introduction

Citrus College is a college of completion. In pursuing its mission to foster “a diverse educational community and learning environment” that “supports successful completion,” Citrus College launched the College of Completion initiative in 2012. The following year, the college granted more than 1,900 degrees and certificates and transferred over 900 students to four-year institutions drawing recognition from *Hispanic Outlook in Higher Education* as one of the top 50 associate degree producers in the nation. In addition, the college has been named a Military Friendly School® by *G.I. Jobs* magazine every year since 2011. These recognitions allow Citrus College to distinctively emerge as a leader in meeting the educational needs of diverse populations.

The Citrus College Student Equity Plan is designed to advance the college mission by addressing the needs of students from disproportionately impacted groups and historically underrepresented populations in higher education. The Student Equity Workgroup co-chaired by the Director of College Success and a tenured English Faculty was convened to develop a well-rounded plan for these populations. The group included Math, English and Counseling faculty; Dean of Mathematics, Business and Health Sciences; Dean of Language Arts and Enrollment Management; Dean of Counseling; Dean of Admissions and Records/Outreach; classified staff; Academic Senate President; Academic Senate Vice President/President Elect; Vice President of Academic Affairs; supervisor/confidential staff; transfer center representative; Director of Office of Institutional Research, Planning, and Effectiveness and staff; student representative from the Associated Students of Citrus College; Director of the Institute for Completion; and the Director of College Success who oversees Basic Skills and Student Equity. To inform development of the plan, multiple indicators were utilized: research data, analysis of existing programs with positive outcomes and promise, and assessment of opportunities to implement innovative strategies. The resulting Citrus College Student Equity Plan provides the college with the opportunity to strengthen the connection and communication between individual support programs with campus wide student support services that are in place to foster student success for designated student populations. Citrus College is committed and focused on the underlying goal to create equitable outcomes for all students.

Table 1 Summary of Disproportionate Impact

		A. Access *	B. Course Completion**	C1. Basic Skills ESL Completion	C2. Basic Skills English Completion	C3. Basic Skills Math Completion	D. Degree/Certificate Completion	E. Transfer
Gender	Male	No	No	No	0.792	No	No	No
	Female	No	No	No	No	No	No	No
Ethnicity	African-American	No	0.792	0.327	0.680	0.444	0.539	No
	American Indian Alaskan Native	No	NA	NA	0.603	0.481	NA	NA
	Asian	No	No	No	No	No	No	No
	Hispanic	No	No	0.582	0.670	0.550	0.591	0.638
	Pacific Islander	No	NA	NA	No	0.753	No	NA
	Two or more races	No	No	NA	NA	NA	NA	NA
	White Non-Hispanic	-25.3%	No	0.798	0.783	0.764	No	No
Special	DSP&S	No	No	0.718	No	0.781	0.736	0.710
	Economically Disadvantaged	No	No(CalWORKS)	No	No	No	No	0.605 (CalWORKS)
	Veteran	No	No	NA	No	No	No	No
	Foster youth	No	0.794	NA	No	No	No	0.776

No: No disproportionate impact

NA: Subgroup smaller than 0.5% of the total population. 80% index is not calculated.

*Access analysis employed Methodology 3: Percentage Point Gap

**Course completion data are from data mart

Green: Inequity with no significant practical importance

Yellow: Almost at equity (80% index between 0.600 and 0.800)

Red: Far below equity (80% index less than 0.600; For Access, percentage point gap \geq -3)

Summary of Disproportionate Impact

A summary for each indicator highlights gaps and data source of the indicator area followed by details of disproportionate impact. For the Access indicator, the college used the “Percentage Point Gap” to measure disproportionate impact.

A. Access

Based on the percentage point gap methodology, campus-based research found the only group to show disproportionate impact is White Non-Hispanic students. Citrus College is located in Glendora which is a predominately White community. Census data from 2010 indicates Glendora is 57% White compared to surrounding cities of Azusa (19%), Duarte (26.9%), Covina (29.9%), and Monrovia (41.1%), which all serve as feeder districts to the college. A report from the California Department of Education of the five local feeder districts indicates 53% of White high school graduates meet UC/CSU entrance requirements versus 32% for Hispanics and 37% for African-Americans in 2013-2014. Thus, it can be inferred that a higher number of Hispanic and African-American students who are not prepared for UC/CSU entrance requirements will more than likely access community college versus their White counterparts. As a Hispanic Serving Institution (60% population), Citrus College has chosen to prioritize its efforts to address access for historically underrepresented populations, particularly Hispanic and African-American students. The goals and activities detail specific plans for the *I Will Complete College* initiative which targets incoming freshman with a support network to ensure they stay on a path to completion.

B. Course Completion

African-American and foster youth are the two student populations in this indicator that demonstrate disproportionate impact using the 80% index methodology. The goals and activities section of the plan detail specific programs and services to increase success within these two populations.

C. ESL and Basic Skills Completion

African-American and Hispanic students demonstrated high disproportionate impact in Basic Skills ESL and Math while nearing almost equity for Basic Skills English. Although White students have disproportionate impact in all three areas of Basic Skills (ESL, English, and Math), they are the only group to be closest to equity (achieving 80% index). American Indian/Alaskan Native (n=23) students have disproportionate impact in Basic Skills English and Math, while DSP&S students have disproportionate impact in Basic Skills ESL and Math and were near equity.

D. Degree and Certificate Completion

African-American and Hispanic students demonstrated high disproportionate impact in Degree and Certificate Completion while DSP&S students were nearing equity within this indicator. The goals and activities section of the plan detail specific programs and services to increase success within these populations.

E. Transfer

Hispanic, economically disadvantaged, and DSP&S students were identified as disproportionately impacted while foster youth were near equity. The goals and activities section of the plan detail specific programs and services to increase success within these populations.

Goals

Citrus College is dedicated to increase rates of success for disproportionately impacted groups. Although the ultimate goal is to eliminate disproportionate impacts for the target groups, the college is committed to implement meaningful and impactful student equity efforts throughout the entire college. With the exception of Access, all goals were defined by the 80% percent rule. Access was measured using the percentage point gap.

Access

1. Increase access to *I Will Complete College* initiative by 2% per year through 2018-2019.
2. Increase matriculation from area high schools of historically underrepresented student populations (Hispanic, African-Americans and foster youth) through exposure to on-campus summer programs.

Course Completion

1. Increase overall course completion rates by 6% among Foster youth by 2020.
2. Increase overall course completion rates among African-American students by 2% per year.
3. Enhance current services and faculty development opportunities to contribute to course completion.

Basic Skills & ESL

1. Develop and implement accelerated sequences of Basic Skills courses.
2. Increase Basic Skills completion by 2% per year for Hispanic, African-American and DSP&S.
3. Increase course completion by 2% for credit ESL courses.
4. Develop summer college preparatory program to prepare incoming students that place in English 098/099 and/or Math 020/029.

Degree & Certificate Completion

1. Increase degree and certificate completion rates by 2% per year for Hispanic and African-American students.

Transfer

1. Increase exposure to transfer options for disproportionately impacted populations.
2. Increase Transfer Center awareness through staff development and training.
3. Increase the number of contacts by 2% in the Transfer Center.

Other College Initiatives

1. Develop an infrastructure for the Institute for Completion (IFC) program, cultivating community relations, creating processes and documents aligned with the goals of the IFC and disseminate the importance of increasing student completion.
2. Provide access to course textbooks for disproportionate populations.
3. Enhance professional development for tutorial services.
4. Improve completion rates of target populations by 3% in classes taught by new tenure-track faculty.
5. Make available pertinent data and analysis of the Student Equity Plan.

Activities

A variety of activities and programs are detailed in the Student Equity Plan. The work group focused on expanding existing successful instructional support activities and programs that have already demonstrated success. The selected projects provide new or enhanced support services that improve access, course completion, ESL and basic skills completion, degree and certificate completion, transfer as well as other campus wide initiatives that will impact all students.

The Student Equity Plan places an emphasis on retention, persistence, and completion. In Fall 2015, Citrus College launched the *I Will Complete College* (IWCC) Initiative for all incoming freshman. Under the Student Equity Plan, the IWCC Initiative will be expanded with Completion Coaches that will provide increased contact throughout the semester to ensure students remain in their courses and persist to the next semester. The overall goal of the IWCC Initiative is for students to graduate and/or transfer to a 4 year university.

The work group recognized the importance of ongoing staff and faculty development, thus the Student Equity Plan places a strong emphasis on professional development regarding student equity as part of adjunct faculty training, new faculty seminar, tutorial services and full-time faculty. These ongoing professional development activities will prove to be beneficial to current and future Citrus College students as our demographics continue to evolve and grow.

Evaluation

In addition to goal and activity revision, a series of meetings in collaboration with the research office contributed to the development of a sound evaluative framework for the assessment of Student Equity Plan goals. The outworking of these meetings generated an evaluative plan to objectively assess the realization of intended targets. The evaluations will be carried out by a research analyst funded by the equity plan who will be provided raw data relevant to the measurement of each goal. The results of the evaluation(s) will provide critical self-assessment apropos to the effectiveness that activities and programs have in narrowing and closing the equity gap at Citrus College.

Resources

Student Equity Plan funds have been allocated to various programs and activities based on the campus research from the Office of Institutional Research, Planning and Effectiveness. The disproportionate impact study identified equity gaps in each of the indicators. Student Equity funds will be distributed through several areas on campus contributing to increasing equity outcomes at Citrus College. In areas where existing programs or activities will be expanded or enhanced, other source funds such as general fund, Basic Skills funds, Student Success and Support Program (SSSP) funds or other categorical funding sources will remain as the primary fund. Student Equity funds will supplement the expanded or enhanced resources on campus.

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