



2017-2019 Student Equity Plan
Executive Summary

Introduction

Citrus College, a Hispanic-Serving Institution, is a College of Completion that provides innovative educational opportunities and student support services that lead to the successful completion of degrees, transfer, career/technical education and basic skills proficiency. The college embraces equity and accountability through measurable learning outcomes, ethical data-driven decisions, and student achievement.

Citrus College makes a distinction between equality and equity and is committed to ensuring the tenets of equity are meaningfully woven into campus-wide plans, procedures, and policies. The college strives to provide educational equity by creating environments and supporting a culture where each student has the opportunity to fully develop her or his potential. In part, this includes structuring learning environments in ways that promote full academic engagement by all students as well as providing disproportionately impacted students with the additional support and opportunities they need to achieve success and complete their educational goals.

The college's 2016-2021 Strategic Plan outlines a single over-arching goal: Increase Student Success and Completion. Diversity and equity are prominent among the focus areas of the strategic plan and, together with specific activities, are mapped to the 18 measurable objectives which emphasize course completion, persistence, degree and certificate completion, transfer, and on closing achievement gaps.

The 2017-19 Student Equity Plan is embedded in the larger Integrated Plan which merges the Basic Skills Initiative (BSI) and Student Support and Success Program (SSSP) with Student Equity. The Integrated Plan was developed by faculty, staff, supervisors, students, and managers through a series of meetings with work groups and advisory groups over the course of many months. Utilizing the Citrus College 2016-2021 Strategic Plan as a guiding document, equity goals and objectives focus on ensuring students identified as disproportionately impacted receive comprehensive, research-based support that leads to improved outcomes.

The Integrated Plan, developed as required by the California Community College Chancellor's Office, also merges the Basic Skills Advisory Committee, the SSSP Advisory Committee and the Student Equity Advisory Committee into the Integrated Programs Advisory Committee (IPAC) to strengthen campus integration of the three programs and assure momentum and collaboration. The IPAC Advisory Committee will meet a minimum of four times per year (twice in fall term and twice in spring term) with additional meetings scheduled as needed.

The goals in this plan have been aligned with the college Strategic and Enrollment Management plans. As such, considerable focus will be dedicated to ensuring successful integration and goal achievement. The district has an Annual Implementation Plan for Strategic Plan goals and objectives which are assessed and reported to the Board of Trustees twice annually. This additional layer of accountability will engage the larger campus community in monitoring the success of activities outlined in the Integrated Plan.

Moreover, the college will continue to coordinate the integrated programs with other equity-related categorical programs including Veterans, Foster Youth, DSPS, EOPS and TRiO and, the IPAC committee will have representation from each of the categorical programs to strengthen this coordination.

Student Equity Indicators Calculated using the Percentage Point Gap (PPG) Method

Two different data sources were used to compute the Student Equity indicators: MIS Referential Files and Scorecard's Student Progress and Achievement Report (SPAR) Future Cohort. The MIS files were used to generate cohorts for the basic skills completion indicators. The SPAR Future Cohort was used for the degree/certificate completion and transfer indicators. The parameters used to determine which students were included – as well as the methodology used to determine disproportionate impact – were based on specifications outlined by the California Community College Chancellor's Office.

Table 1: Areas with Disproportionate Impact

		B Course Completion	C1 Basic Skills English Completion	C2 Basic Skills Math Completion	C3 Basic Skills ESL Completion	D Degree/ Certificate Completion	E Transfer
		Fall 2016*	2014-15*	2014-15*	2014-15*	2013-14*	2013-14*
Gender	Female	No	No	No	No	No	No
	Male	Almost	Yes	Yes	Almost	Almost	Almost
Ethnicity	African-American	Yes	Yes	Yes	NA	Almost	No
	American Indian/Alaskan Native	Almost	NA	NA	NA	NA	NA
	Asian	No	No	No	No	No	No
	Hispanic	Almost	Almost	Almost	Almost	Almost	Yes
	Pacific Islander	No	NA	NA	NA	NA	NA
	Two or more Races	No	Almost	No	NA	Almost	No
	White Non-Hispanic	No	No	No	Almost	No	No
Special Population	DSPS	Almost	No	No	NA	Almost	Yes
	Economically Disadvantaged	No	No	No	No	No	No
	Veteran	Almost	No	No	NA	No	No
	Foster Youth	Yes	NA	NA	NA	Almost	Almost

^Analysis used 80% index method to determine disproportionate impact

*Analysis used Percentage Point Gap method – as required by the passage of AB 504 and the Chancellor's Office – to determine disproportionate impact

NA: Where subgroup populations are smaller than 11, disproportionate impact is not calculated

No: No disproportionate impact

Almost: Almost at equity (80% index between 0.600 and 0.800; PPG < 0 and |PPG| < E)

Yes: Far below equity (80% index less than 0.600; PPG < 0 and |PPG| ≥ E)

Area A, Access, has been omitted from the table as there was no disproportionate impact for any group in Access.

Student Equity Goals: 2017-2019

Based upon the updated Citrus College Disproportionate Impact table (Table 1, above), the Student Equity Advisory Committee, in a series of meetings during spring 2017, identified barriers and approaches to meet the needs of disproportionately impacted groups. Simultaneously, an Integrated Plan work group, comprised of faculty, staff, students and managers, reviewed gaps and barriers that lead to inequity in achievement. Student equity goals for 2017-2019 were developed based on the DI table and input from these meetings.

DI Group	Goals for DI Group(s)	Key Activities
Area B: Course Completion (African Americans, Foster Youth)	Increase course completion by 2% annually for each DI student group.	<ul style="list-style-type: none"> Enroll students in the I Will Complete College program; Provide targeted financial aid advising; Develop and launch a college Promise program; Provide textbook loans for Promise participants and Foster Youth; Provide enhanced academic support services in key courses; Provide professional development; Develop guided pathways.
Area C1: Basic Skills English (URM Males, African Americans)	Increase basic skills English course completion by 2% annually for each DI student group.	<ul style="list-style-type: none"> Provide support through the IWCC; Provide embedded tutors in Basic Skills English courses; Provide enhanced services through the Writing Center; Provide relevant professional development;
Area C2: Basic Skills Math Completion (URM Males, African Americans)	Increase basic skills Math course completion by 2% annually for each DI student group.	<ul style="list-style-type: none"> Provide support through the IWCC; Provide embedded tutors in Basic Skills Math courses; Provide study groups through the Math Success Center; Provide relevant professional development; Pilot the redesigned basic skills math sequence and review outcome data; Provide summer math boot camps for DI group members;
Area C3: Basic Skills ESL Completion	Increase basic skills ESL course completion by 2% annually for each DI student group.	<ul style="list-style-type: none"> Provide support through the IWCC; Provide enhanced services through the Learning Center; Provide relevant professional development;
Area D: Degree and Certificate Completion	Increase degree and certificate completion by 2% annually for each DI group.	<ul style="list-style-type: none"> Develop and launch the Citrus College Promise Program; Develop Guided Pathways; Identify students nearing completion and proactively assist students to satisfy remaining requirements and submit graduation application. Assess certificate and degree completion by content area and by Student Equity group and provide division dean(s) with findings.
Area E: Transfer (Hispanics, DSPS students with transfer goal)	<p>Increase by 2% the number of students in DI groups who are transfer prepared in 3 years.</p> <p>Increase by 3% the number of students in DI groups who are transfer prepared in 4 years.</p>	<ul style="list-style-type: none"> Provide targeted financial aid advising to ensure DI students access the Cal Grant Transfer Entitlement program and other transfer resources; Develop guided pathways.

Resources Budgeted for the Student Equity Program 2017-19 Plan:

Citrus College has strategically budgeted for activities in the 2017-2019 Integrated Plan and will, in part, fund:

- Completion Specialists in the IWCC;
- A part-time Equity financial aid technician;
- Textbooks for loan programs;
- Embedded tutors in basic skills math and English;
- Professional development;
- Development of a college Promise Program;
- Research pertaining to Student Equity and DI groups;
- Institute for Completion.

Assessment of Progress from Prior Plans: 2014-15, 2015-16, 2016-17

The 2014-15, 2015-16, and 2016-17 Student Equity Plans outlined a wide variety of strategies across each of the equity indicators. With few exceptions, the activities were implemented. Outcome data, provided by the Equity research analyst, show that one of the most impactful equity-funded activities has been the *I Will Complete College (IWCC)* initiative and the work of the Completion Specialists who mentor students and help them navigate college and stay on track to completion.

Outcome data did not support some of the other investments made with equity funds over the past three years and will, therefore, not be continued. For example, data show that additional hours for mental health counseling were underutilized and investments in a northern California university tour did not yield transfers to those campuses. The data do indicate that a focus on placing students through MMAP; improving outcomes for student placed into basic skills or co-requisite remediation and other gatekeeping courses; developing guided pathways; enhancing professional development; and reducing the financial barriers to successfully completing college coursework, all woven through the Citrus College Integrated Plan, will lead to improved degree and certificate and transfer outcomes across all disproportionately impacted groups.

Goals from the 2016-17 Student Equity plan and an assessment of progress related to these goals are outlined below in Table 2.

Table 2: Assessment of progress from prior SE plans

SE.1	Increase access to the <i>I Will Complete College initiative by 2% per year through 2018-2019.</i>	In fall 2015, Student Equity (SE) supported the launch of the IWCC with support for the three full-time Completion Specialists. 364 students participated in year one. The initiative increased enrollment by 14% in year two (N = 415) providing coaching services to a diverse group of students (72% Latino, 17% White, 4% two or more races, 2% Asian, 2% Black). Sixty-nine percent of the year two cohort were BOGW eligible and 74% enrolled full-time in their first term.
SE.2	Increase matriculation from area high schools of historically underrepresented student populations through exposure to on-campus summer programs.	Area high school students' participation was supported by SE in a summer performing arts program in 2016 and, while matriculation from area schools has increased, a direct correlation cannot be assumed. Additionally, Student Equity has provided support to the Extended Opportunity Programs and Services (EOP&S) summer bridge program including textbooks and transportation for university visits.
SE.3	Increase overall course completion rates	SE provided funding to the Foster Youth Center to cover several

	by 6% among Foster Youth by 2020.	needs ranging from textbooks to nutrition to tutoring. Despite the additional supports, data show that overall course completion rates for foster youth have declined from fall 2013 (55%) to fall 2016 (44%).
SE.4	Increase overall course completion rates among African-American students by 2% per year.	Data show that overall course completion rates among African American students declined from 61% in fall 2013 to 58% in fall 2016.
SE.5	Enhance current services and faculty development opportunities to contribute to course completion.	<p>Adjunct faculty (2015-2016, N= 27 (math); 2016-17, N=31 (math) and 15 (English) received sustained, on-campus professional development and mentoring from two master instructors supported by SE. Surveys indicated adjuncts increased their range of pedagogical strategies, were better able to engage students in the classroom and illustrate key topics and material.</p> <p>SE supported full- and part-time faculty attendance at relevant meetings and conferences including, but not limited to: CA Acceleration Project Institutes, Growth Mindset, A2MEND, RP Group, etc.</p> <p>SE supported on-campus speakers for Convocation and Flex days with a focus on equity; an equity speaker series attended by faculty, students and staff was held during 2015-2016; and the IWCC Completion Specialists participated in a series of mentor trainings with LifeBound.</p> <p>Additional services supported by SE to increase course completion included: a textbook lending library and extended library hours; direct support to the Foster Youth center; specialized technology and supplies for student use in class; support for extended hours in mental health counseling; supplies for the food bank; leadership for the Veterans Center; support to Associated Students of Citrus College (ASCC); additional support in the campus tutoring center including College Reading and Learning Association (CRLA) tutor training; supplies for Disabled Students Programs and Services (DSP&S); and assistance for Early Alert.</p>
SE.6	Develop and implement accelerated sequences in Basic Skills courses.	The basic skills math sequence was accelerated in a two-step process and early data show improved outcomes ($\approx 74\%$ success rate). Non-STEM majors can now complete basic skills requirements with a single course (MATH 025), move to college level MATH 140 and complete the transfer sequence with statistics (MATH 165) as opposed to a 3-course basic skills sequence previously in place at the college. SE supported seven math faculty to attend the CA Acceleration Project Summer Institute, and four to attend the winter Institute.
SE.7	Increase Basic Skills completion by 2% per year for Hispanic, African-American and DSP&S students.	<p>The Basic Skills Math progression rate for African American students dropped by 8.7% (from 22.6% to 13.9%).</p> <p>The progression rate for Hispanic students increased slightly from 28.6% to 29.1%.</p> <p>The rate for DSPS students increased substantially by 12.4% (from 18.4% to 30.8%).</p> <p>The Basic Skills English progression rate for African American students dropped by 9.1% (from 30.6% to 21.5%).</p> <p>The progression rate for Hispanic students increased slightly from 38.0% to 39.3%.</p> <p>The rate for DSPS students increased considerably by 9.4% (from 30.7% to 40.1%).</p>

SE.8	Increase course completion by 2% for credit ESL courses.	With enhanced services provided, in part, through SE funding, progression rates for basic skills ESL courses increased from 44% to 62% (source: Scorecard).
SE.9	Develop summer college preparatory program to prepare incoming students that place in English 098/099 and/or Math 020/029.	The 2017 EOPS Summer Bridge program enrolled seven students who are members of disproportionately impacted groups in MATH 025, a new course that combines arithmetic and pre-algebra in an accelerated format. SE supported the students with textbooks and provided funds for busses for university tours.
SE.10	Increase degree and certificate completion by 2% per year for Hispanic and African-American students.	Degree and certificate completion by Hispanic and African American students in the 2007-2008 cohort increased as follows: <ul style="list-style-type: none"> • African American students – 36% to 47% • Hispanic students – 39% to 46%
SE.11	Increase exposure to transfer options for disproportionately impacted populations.	In 2015-2016, Student Equity supported university visits to 11 Southern California campuses serving 202 students and two visits specifically for 55 EOPS students. Additional funds were allocated to support a Northern California college tour for 20 students of whom the majority were members of disproportionately impacted groups. In 2016-2017, SE funds supported three university visits for students as well as two visits serving 46 EOP&S students, of which a majority were members of disproportionately impacted groups.
SE.12	Increase Transfer Center awareness through staff development and training.	SE supported professional development for the Transfer Center counselor and assistant in 2016 as well as for a career counselor. The counseling team sponsored 11 trainings for Student Services and Counseling staff throughout the 2016-2017 year. Topics included curriculum updates, transfer admission guarantees, updates from academic programs, University of California (UC) and California State University (CSU) applications, Degree Works, Associate Degrees for Transfer (ADT) degrees, and evaluating transcripts.
SE.13	Increase the number of contacts by 2% in the Transfer Center.	The Transfer Center recorded 2,124 contacts for 2015-2016 and 2,930 contacts for 2016-2017; this is a 1.37% increase from the prior year.

For Further Information:

If you would like additional information regarding the 2017-2019 Citrus College Student Equity Plan, please contact Dr. Arvid Spor, Vice President of Academic Affairs at aspor@citruscollege.edu.