



Southwestern Community College

Student Equity Plan 2019-2022

EXECUTIVE SUMMARY

The Southwestern Community College District Vision for Success-Local Goals and Student Equity Plan was presented to the Governing Board for adoption on May 28, 2019 in accordance with the requirements of the California Community Colleges Chancellor's Office, and California Education Code 78222.

In fall 2018, the California Community College's Chancellor's Office (CCCCO) released the Vision for Success-Local Goal Setting template and the requirements for student equity planning. Consequently, the college embarked upon efforts to intentionally align institutional planning with the statewide goals for Vision for Success and student equity demonstrating a commitment to designing/implementing scalable, research based, and high impact strategies that align with the college's strategic priorities and creates natural on-ramps to the Jaguar Pathways reform efforts.

This work represents a semester-long institutional planning endeavor that has been inclusive of faculty, administrators, classified professionals, community partners and students. As part of the engagement and consultation process, two college-wide student success summits were held, with additional feedback provided through the shared governance process to include the Academic Senate, Shared Consultation Council, Student Equity Committee, and the Student Success Steering Committee.

STUDENT EQUITY PLAN & STUDENT EQUITY AND ACHIEVEMENT PROGRAM METHODOLOGY

The requirements of the Southwestern College (SWC) 2019-22 Student Equity Plan (SEP) were provided by the CCCCCO and included developing a plan to achieve the following goals:

1. Increase the proportion of all applicants to SWC who enroll
2. Increase the proportion of all students retained from fall to spring at SWC
3. Increase the proportion of all students who complete transfer-level math and English at SWC within their first academic year
4. Increase the number of students who earn an Associate Degree or CCCCCO-approved credit certificate at SWC
5. Increase the number of students who transfer from SWC to a four-year institution
6. Eliminate identified equity gaps at SWC

Per CCCCCO requirements, an analysis of Disproportionate Impact (DI) was conducted for all outcomes under Goals 1-5 in order to identify the equity gaps to be addressed under Goal 6. Required DI groups under the Student Equity and Achievement Program (SEAP) pursuant to subdivision (d) of Section 78221 included: A) Current or former foster youth, B) Students with disabilities, C) Low-income students, D) Veterans, E) American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, Some other race, More than one race, G) Lesbian, gay, bisexual, or transgender students, and

F) Homeless students. Although students who identified as Filipino were not included in the legislation they were included and analyzed as a separate group. Homeless students were also included in the legislation, however, due to lack of data, this category was not included in the SEP. All SEP equity groups were further disaggregated by gender. Only groups with 10 or more total subjects were used for goal setting. All goal outcomes used 2017-18 as the baseline year with the exception of transfer which used 2016-17 as the baseline year.

Assembly Bill 504 required one standard methodology for measuring equity gaps and disproportionate impact. The CCCCO chose the Percentage Point Gap (PPG) as the standard method for all goal outcomes involving percentages or rates. The PPG compared the percentage in a particular outcome (e.g., retention rate) for a disaggregated subgroup to the percentage for all students. Once the difference between a subgroup and all students was calculated, that difference was compared to a margin of error that was adjusted by the sample size. If the subgroups' range was outside of the lower end of the margin of error and at least -2%, then the student group was considered to have substantive disproportionate impact for that outcome. Smaller gaps while indicating some level of DI were not considered to be substantive or significant enough to require focused equity planning resources.

One of the main limitations of this methodology was that it was not sensitive to identifying potential DI for majority-minority institutions. In cases where the majority of students belonged to a minority group, the rate for all students would be heavily influenced by that majority-minority group and this would minimize the difference between that group's outcome rate and the overall student outcome rate. This is case at Southwestern College where Hispanic students represent approximately 68% of total enrollment.

In order to address this limitation, the CCCCO developed the PPG minus 1 methodology. This essentially used the PPG methodology but instead of comparing to the overall student group, the comparison was to all other groups except for the focal group. For example, if the specified focal group was Hispanic students then the comparison would be the outcome rate for Hispanic students compared to the outcome rate for Non-Hispanic students. This would remove the influence of the majority-minority group in the comparison group rate. For goal outcomes that were associated with cohorts that had rates, the PPG minus 1 methodology was used. These included: 1) Increase the proportion of all applicants to SWC who enroll, 2) Increase the proportion of all students retained from fall to spring at SWC, and 3) Increase the proportion of all students who complete transfer-level math and English at SWC within their first academic year.

The Proportionality Index (PI) was used for goal outcomes that were associated with counts. These included: 4) Increase the number of students who earn an Associate Degree or CCCCO-approved credit certificate at SWC and 5) Increase the number of students who transfer from SWC to a four-year institution. The Proportionality methodology compared the representation of a subgroup in an outcome group relative to that group's representation in the entire cohort. A proportionality index of "1.0" indicated that the subgroup is equally present in both conditions (the cohort and the outcome) at the same rate; a proportionality index less than "1.0" indicated that the subgroup was less prevalent in the outcome group than in the cohort; a proportionality index greater than "1.0" indicated that the subgroup was more prevalent in the outcome group than in the cohort. The PI yields the same results if the subgroup outcome rate is divided by the overall outcome rate. Substantive DI was defined as having a PI of 0.80 or less.

SUMMARY OF THE SWC STUDENT EQUITY PLAN

The following summarizes the Student Equity Plan by identifying each goal, metric, baseline, SWC target and resulting change from baseline.

GOALS TO ACHIEVE BY 2021-2022 – ELIMINATE EQUITY GAPS

SEP Goal	Metric ¹	Baseline Performance (Year) ²	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance (Student Increase)
Goal 1: Access/Successful Enrollment	Proportion of all applicants who enrolled	48.7% (2017-18)	51.8% (+3.1%)	+6.5% (+1,500)
Goal 2: Retention	Proportion of all students retained from fall to spring	68.5% (2017-18)	71.6% (+3.1%)	+4.6% (+600)
Goal 3: Transfer-Level Math and English	Proportion of all students two completed Transfer-Level Math and English in first academic year	6.0% (2017-18)	25% (+19%)	+317.6% (+794)
Goal 4: Completion	All students who earned an Associate Degree or Chancellor's Office Approved Credit Certificate	1584 (2017-18)	1961 (+377)	+24%
Goal 5: Transfer	All students who transferred to a four-year institution	1430 (2016-17)	1473 (+43)	+3%
Goal 6: Equity Gaps	Eliminate identified equity gaps	See Equity Gap Table Below	See Equity Gap Table Below	-100%

EQUITY GAPS

Equity Metric	Target Groups		Baseline Performance (Population)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	% Change in Equity Gap
Goal 1: Access/Successful Enrollment – Proportion of all applicants who enrolled	Male	American Indian/Alaskan Native	36 (Out of 98)	46 (+10)	27.8%	-100%
		Asian	376 (Out of 862)	409 (+33)	8.8%	
		African American	723 (Out of 1,669)	793 (+70)	9.7%	

¹California Community Colleges Student Equity Plan Instructions, January 11, 2019

² [Student Success Metrics](#); Baseline years prescribed by the Chancellor's Office

Equity Metric	Target Groups		Baseline Performance (Population)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	% Change in Equity Gap
		Pacific Islander	55 (Out of 135)	64 (+9)	16.4%	
		White	1,195 (Out of 2,593)	1,231 (+36)	3.0%	
		Foster Youth	121 (Out of 448)	213 (+92)	76.0%	
		LGBT	300 (Out of 680)	322 (+22)	7.3%	
		Veteran	635 (Out of 1,508)	717 (+82)	13.0%	
	Female	American Indian/ Alaskan Native	43 (Out of 130)	62 (+19)	44.2%	
		Asian	419 (Out of 953)	452 (+33)	7.9%	
		African American	758 (Out of 1,857)	885 (+127)	16.8%	
		Filipino	1,162 (Out of 2,530)	1,201 (+39)	3.4%	
		Pacific Islander	54 (Out of 135)	64 (+10)	18.5%	
		White	1,149 (Out of 2,950)	1,416 (+267)	23.2%	
		Foster Youth	207 (Out of 479)	227 (+20)	9.67%	
		LGBT	437 (Out of 993)	471 (+34)	7.8%	
		Veteran	191 (Out of 471)	223 (+32)	16.8%	
Goal 2: Retention- Proportion of all students retained from fall to spring	Male	African American	263 (Out of 441)	294 (+31)	11.8%	-100%
	Female	Asian	154 (Out of 256)	170 (+16)	10.4%	
		African American	291 (Out of 461)	307 (+16)	5.5%	
		White	710 (Out of 1,149)	768 (+58)	8.2%	

Equity Metric	Target Groups		Baseline Performance (Population)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	% Change in Equity Gap
Goal 3: Transfer-level Math & English – Proportion of all students who completed Transfer-Level Math and English in first academic year	Male	Disabled	1 (Out of 92)	4 (+3)	300.0%	
		Foster Youth	0 (Out of 30)	1 (+1)	-	
		Veteran	0 (Out of 69)	3 (+3)	-	
	Female	Disabled	3 (Out of 111)	5 (+2)	66.7%	
		African American	2 (Out of 85)	3 (+1)	50.0%	
		Hispanic	73 (Out of 1,601)	79 (+6)	8.2%	
		Foster Youth	0 (Out of 35)	1 (+1)	-	
		LGBT	1 (Out of 70)	3 (+2)	200.0%	
	Goal 4: Completion- All students who earned an Associate Degree or Chancellor’s Office Approved Credit Certificate	Male	African American	24 (Out of 975)	32 (+8)	33.3%
Foster Youth			3 (Out of 215)	7 (+4)	133.3%	
LGBT			9 (Out of 357)	12 (+3)	33.3%	
Female		Asian	21 (Out of 703)	23 (+2)	9.5%	
		African American	30 (Out of 999)	33 (+3)	10.0%	
		More than one race	17 (Out of 639)	21 (+4)	23.5%	
		Foster Youth	10 (Out of 336)	11 (+1)	10.0%	
		LGBT	16 (Out of 527)	17 (+1)	6.3%	
Goal 5: Transfer- All students who transferred to a four-year institution		Male	Disabled	34 (Out of 798)	47 (+13)	38.2%
	American Indian/ Alaskan Native		1 (Out of 24)	2 (+1)	100.0%	
	Hispanic		335 (Out of 5,813)	342 (+7)	2.1%	
	LGBT		6 (Out of 151)	9 (+3)	50.0%	

Equity Metric	Target Groups		Baseline Performance (Population)	SWC Target Goal for 2021-2022 (Improvement)	% Change From Baseline Performance	% Change in Equity Gap
	Female	Pacific Islan	2 (Out of 48)	3 (+1)	50.0%	
		Foster Yout	6 (Out of 155)	9 (+3)	50.0%	

Southwestern Community College will undertake several strategies to achieve the goals in the Student Equity Plan. By design, SWC integrated the strategies identified to achieve its Vision for Success-Local Goals with those identified to achieve this Student Equity Plan as part of one overall effort, thus avoiding unnecessary duplication, miscommunication, and inefficient use of resources. Below are the identified strategies with interventions. Note that some interventions assist with multiple strategies.

VISION FOR SUCCESS & STUDENT EQUITY PLAN STRATEGIES

1. Strengthen Partnerships with Feeder School Districts

Strengthen partnerships with feeder school districts focused in the following areas:

- A. Promise program (Free College Tuition/First Year/Financial Aid Awareness)
- B. Student College Placement (AB 705)
- C. Faculty to Faculty engagement on curriculum alignment
- D. Strengthening of dual enrollment programs (college bound, CCAP)

2. Provide Focused Professional Development

Design professional development opportunities tailored to faculty, classified staff, and administrators focused on the following areas as appropriate:

- A. Classroom retention
- B. Full implementation of AB 705
- C. Designing culturally relevant curriculum & teaching interventions
- D. Jaguar Pathways implementation (program mapping/fields of study)
- E. Student engagement in the classroom regarding University Transfer Options
- F. Targeted professional development for classified professionals to further VFS local goals

3. Enhance Supporting Technology for Interventions

Enhance supporting technology focused on the following areas as appropriate:

- A. Maximize functionality/process mapping of Degree audit.
- B. Maximize CCCApply functionality - Fields of Study
- C. Maximize user interface with Website
- D. Enhance/develop differentiated online student orientations
- E. Explore options for an Early alert system
- F. Maximize functionality of online student education planning tools/progress tracker
- G. Implement enrollment management/scheduling tools to support student needs (scheduling for degree completion)
- H. Automate student placement (AB 705) through Student Portal.

4. Support the Implementation of AB 705

Provide institutional support for the successful implementation of AB 705 through student support inside/outside the classroom, professional development, and user-friendly technology.

5. Provide Focused Counseling Support

Provide targeted counseling support to specific student communities (to include differentiated orientations)

- A. Culturally based Learning Communities (Bayan, Puente, Umoja)
- B. Restorative Justice
- C. Foster Youth
- D. Veterans
- E. LGBT
- F. Dreamers
- G. Developmental Education (Math/English courses with co-requisite model, ESL Advocate Support)

6. Scale First Year Experience Program to an Extended Year Experience Program

Increase the number of students currently participating in the First Year Experience Program, and create a pathway through an Extended Year Experience program (through exploration of Title V application).

7. Provide Intentional Support for Specifically Impacted Student Communities

Provide intentional support for student communities:

- A. Students culturally based Learning Communities (Bayan, Puente, Umoja)
- B. Students with economic insecurities (restorative justice, foster youth, Veterans, LGBT, Dreamers)

8. Support Faculty in the Full Implementation of Program Mapping

Provide support for the full implementation of program mapping by faculty.

9. Provide Focused Embedded Tutoring (Supporting AB 705)

Provide Targeted Embedded Tutoring to support the successful implementation of AB 705, with a particular focus in math.

10. Create Student Success Teams by Fields of Study

Create cross-functional student success teams (similar to the Bakersfield College model) designed to support students along the educational pathway.

11. Enhance Student University Transfer Support

- A. Reinforce/expand partnerships with transfer universities to strengthen the pipeline for transfer students (e.g., transfer agreements, ADTs, etc).
- B. Increase transfer partnerships on site through a University Center Model.
- C. Integrate a university transfer focus into an Extended Year Experience Program, yet to be designed, with specialized outreach to disproportionately impacted students.

12. Implement Work Based Learning Opportunities in Career Education

Implement Work Based Learning Opportunities (e.g., internships, service learning opportunities, job shadowing) in Career Education programs through partnership with college career and student employment center, community advisory boards, and business/industry.

STUDENT EQUITY PLAN BUDGET ALLOCATION FOR 2019-2020

Student Equity	2019-2020
Embedded Tutoring (Power Study Program)	\$ 700,000.00
Transfer University Campaign	\$ 18,000.00
Infrastructure (Student Equity Coordination)	\$ 854,976.00
Special Populations (Direct Student Support)	\$ 78,263.00
Accessibility	\$ 28,604.00
Professional Development (Employee and Student Development)	\$ 200,000.00
Total Budget	\$ 1,879,843.00

The Student Equity Plan goals for 2015-2018 included specific interventions/strategies which aligned with specific Student Equity funding. The interventions below are included for the following academic years 2015-2016, 2016-2017 and 2017-2018.

Previous Student Equity Goals for Each Required Student Group 2015-2016, 2016-2017 and 2017-2018		
Access -Increase student enrollment of underrepresented groups by 1% each year. Target group: Veterans		
	Interventions/Strategies	Student Equity Funding
Accounting of how Student Equity funding for 2015- 2016 was expended.	<ul style="list-style-type: none"> • Outreach/Marketing/Advertising for target populations • South County Education Collaborative (SUHSD) 	\$203,296
Accounting of how Student Equity funding for 2016- 2017 was expended.	<ul style="list-style-type: none"> • South County Education Collaborative (SUHSD) • Virtual Tour (Accessibility) • Online Catalog (Accessibility) • Accessibility Specialist (FT Employee) (50% General Fund/50% Student Equity) 	\$246, 966
Accounting of how Student Equity funding for 2017- 2018 was expended.	<ul style="list-style-type: none"> • Outreach, Advertising and Marketing for target group. • South County Education Collaborative (SUHSD)-for feeder high school district • Virtual Tour (Accessibility) • Online Catalog (Accessibility) • Accessibility Specialist (FT Employee) (50% General Fund/50% Student Equity) 	\$52, 245.81 \$45, 391.14
Progress made in achieving the identified goals for prior year plans	<p><i>Did not meet goal.</i></p> <p>Veteran enrollment increased from 2.4 to 2.7 percent in year one. That is a +0.3% increase. However in year 2, it decreased .2%.</p> <p>Interventions implemented:</p> <ul style="list-style-type: none"> • Targeted efforts with branding SWC as a friendly and welcoming campus with receiving its Best for Vets designation was used in a social media campaign. • Additionally, the SWC Veteran’s Resource Center was added to the You Visit Online campus resource, which has provided accessibility to see the space and location on campus. • A landing web page was created for the campaign, which has increase the visiting of the site aligned with the social media and advertising campaign. • Support for marketing supplies was provided. • Support for Accessibility Specialist was provide with ½ of salary and benefits support 	

	(Source: DataMart https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx) and the 2018 Student Success Scorecard https://scorecard.cccco.edu/scorecard.aspx).
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Course Completion- Increase the percent of students who successfully complete basic skills Courses by 1-2% each year. Target Groups: African American Students and 18-24 year old students.		
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Accounting of how Student Equity funding for 2015-2016 was expended.	<ul style="list-style-type: none"> • Embedded Tutoring (Power Study Program) \$711,973 • Professional Development (Employee and Student Development) \$285,332 • Institutional Research \$93,317 	
Accounting of how Student Equity funding for 2016-2017 was expended.	<ul style="list-style-type: none"> • Embedded Tutoring (Power Study Program) \$449,945 • Professional Development (Employee and Student Development) \$213,101 	
Accounting of how Student Equity funding for 2017-2018 was expended.	<ul style="list-style-type: none"> • Embedded Tutoring (Power Study Program) \$546,979.93 • Professional Development (Employee and Student Development) \$203,609.01 • Institutional Researcher \$81,438.84 • Special Populations (Learning Communities Textbook Vouchers, Restorative Justice (books, supplies and materials for faculty), JAG Kitchen (supplies and student staffing) \$77,569.49 • Personnel: Financial Aid Specialist) \$69,525.43 • Foster Youth (book fund, buss pass and meal card) \$35,114.32 	

Progress made in achieving the identified goals for prior year plans	<p><i>Increased and met goal for African American and 20-24 year old students. Did not Meet Goal for 18-29 year old students.</i></p> <ul style="list-style-type: none"> • Baseline overall was 57.7%, an increase of 1.1% to 58.8% over two years. • The biggest gain was with African-American students. The base in 42.1 to 53.2% in year one for 11.1% increase. • The decrease was in 18-19 year olds with a baseline of 56.8% to a decrease of 5.8%). • The last group was 20-24 year olds with a baseline of 57% with an increase of 1.8% to 55.8%. 	
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An increase in student course completion for basic skills courses was found for students who enrolled in a course with embedded tutoring. Students with support from embedded tutoring had a higher success rate compared to students in courses without an embedded tutor.

Interventions Implemented:

- Continued embedded tutoring in ESL and basic skills courses (remedial English and remedial math), gatekeeper courses (English, math, science, and social science), learning communities, online, and specific programs (i.e., MESA and Veterans).
- Continue a professional development program focused on strategies for increasing student success in ESL and basic skills programs.
- Continued professional development program focused on increasing staff and faculty's level of cultural competency/diversity/inclusion.
- Continued to explore the implementation of accelerated academic pathways for basic skills.
- Strengthened support for Learning Communities (e.g., UMOJA, Puente, Bayan, PAIR, and FYE), beginning with communities that include as a component a basic skills course (direct financial assistance for textbooks).
- Continued a formal partnership with feeder high school district to streamline transition of students to the college.
- Continued a program for justice-involved students (Restorative Justice) through a Second Chance Pell Program (financial assistance for incarcerated students).
- New learning communities have emerged and were provided book fund support Ocelot, B2LA, Veterans and Athletics
- Provided support for the purchase of books and supplies for currently incarcerated students.
- Provided support for Reading/Math instructors to support the implementation of AB705 thru the Gap study process.
- Provided support via Embedded Tutoring to develop pilot match course initiatives to support the implementation of AB705.
- Provided support to Embedded Tutoring by providing smart boards to help tutors work with students via tutoring services.

(Source: DataMart

https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx) and the 2018 Student Success Scorecard

<https://scorecard.cccco.edu/scorecard.aspx>).

Basic Skills Course Completion: Increase the percent of students who complete a basic skills course in a given discipline and who enter and successfully complete a college level course in a related discipline by 1-2%.

ESL Target group: Males

Math Target group: African-American Students, Hispanic Students, 20-24 year old Students and Students with a Disability.		
Accounting of how Student Equity funding for 2015-2016 was expended.	<ul style="list-style-type: none"> • Embedded Tutoring (Power Study Program) • Professional Development (Employee and Student Development) • Transfer University Campaign (college and university tours, events) 	\$711,973 \$285,332 \$80,449
Accounting of how Student Equity funding for 2016-2017 was expended.	<ul style="list-style-type: none"> • Embedded Tutoring (Power Study Program) • Professional Development (Employee and Student Development) • Transfer University Campaign (college and university tours, events) 	\$449,945 \$213,101 \$95,292
Accounting of how Student Equity funding for 2017-2018 was expended.	<ul style="list-style-type: none"> • Embedded Tutoring (Power Study Program) • Professional Development (Employee and Student Development) • Institutional Researcher • Special Populations (Learning Communities Textbook Vouchers, Restorative Justice (books, supplies and materials for faculty), JAG Kitchen (supplies and student staffing) • Personnel: Financial Aid Specialist) • Foster Youth (book fund, buss pass and meal card) 	\$546,979.93 \$203,609.01 \$81, 438.84 \$77,569.49 \$69,525.43 \$35,114.32
Progress made in achieving the identified goals for prior year	<p><i>Met and exceeded goal.</i></p> <p>Baseline data for Remedial ESL for overall was 28.4%, over two years it increase 10.1% to 38.5%. For male students, it increased from 21.2% to 35.9%, an increase of over 14.7%. For remedial math, the overall baseline was 34.7% and over two years it increased to 4.1% (38.8%). For African-American students, the baseline was 23.2%, and there was an increase of 2.8% percent (26.0%). For Hispanic students, the baseline was 34.3% and there was an increase of 3.1% over two years. For 20-24 year olds, the baseline was 26.7% with a 6.2% increase over two years. For students with a disability, there was a baseline of 27.6% and it had an increase of 9.5% to 36.9%.</p>	

	<p>Interventions Implemented:</p> <ul style="list-style-type: none"> Continued embedded tutoring in ESL and basic skills courses (remedial English and remedial math) courses. Continued professional development program focused on strategies for increasing student success in ESL and basic skills programs. Continued to explore the implementation of accelerated academic pathways for basic skills courses (basic skills, English and math). Strengthened support for Learning Communities (e.g., TELA, Puente, Bayan, PAIR, and FYE), beginning with those communities that include as a component a basic skills course (direct financial assistance for textbooks). Continued partnership with feeder high school district to streamline transition of students to college. New learning communities have emerged and were provided book fund support Ocelot, B2LA, Veterans and Athletics Provided support for the purchase of books and supplies for currently incarcerated students. <p>(Source: DataMart https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx) and the 2018 Student Success Scorecard https://scorecard.cccco.edu/scorecard.aspx).</p>
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Persistence and Certificate Completion		
Persistence: Increase by 1% each year. Target: African-American Students		
Degree and Certificate Completion: Increase by 1% each year.		
Accounting of how Student Equity funding for 2015-2016 was expended.	<ul style="list-style-type: none"> Embedded Tutoring (Power Study Program) \$711,973 Graduation Initiative (Degree Audit/Evaluations) \$24,328 Learning Communities Support (Bayan, Puente, Veterans, FYE, PAIR, and UMOJA, Foster Youth) \$353,812 Foster Youth (Textbooks, Transportation, Meal Cards) 	
Accounting of how Student Equity funding for 2016-2017 was expended.	<ul style="list-style-type: none"> Embedded Tutoring (Power Study Program) \$449,945 Graduation Initiative (Degree Audit/Evaluations) \$63,756 Learning Communities Support (Bayan, Puente, Veterans, Athletic, FYE, and 	\$305,681

	<p>Umoja, Higher Education Center at San Ysidro</p> <ul style="list-style-type: none"> Foster Youth (Textbooks, Transportation, Meal Cards) 	\$48,137
Accounting of how Student Equity funding for 2017-2018 was expended.	<ul style="list-style-type: none"> Embedded Tutoring (Power Study Program) Graduation Initiative (Degree Audit/Evaluations) Learning Communities Support (Bayan, Puente, Veterans, Athletic, FYE, and Umoja, Higher Education Center at San Ysidro) Foster Youth (Textbooks, Transportation, Meal Cards) 	<p>\$546,979.93</p> <p>\$66,837.27</p> <p>\$77,569.49</p> <p>\$35,114.32</p>
Progress made in achieving the identified goals for prior year	<p><i>Met goal for increased persistence.</i></p> <p>The overall baseline was 71.7% with an increase of 2.0% over two years. In particular, for African American students, the baseline was 55.8% with an increase of 15.3%.</p> <p><i>Mixed results for increase in degree and certificate completion.</i></p> <p>The group that had the largest increase was students with a disability with an increase by 7.6% (28.0 to 35.6%) and 1% overall.</p> <p>However, we did not meet the other group goals.</p> <p>The baseline for 20-24 year olds was 34.3% with the largest decrease of -4.7%. Followed by African American students, with a decrease of 2.7% and lastly by Hispanic students at -.4%.</p> <p>Interventions Implemented:</p> <ul style="list-style-type: none"> Continued embedded tutoring in ESL and basic skills courses (remedial English and remedial math), gatekeeper courses (English, math, science, and social science), Learning Communities, online and specific programs (i.e., MESA and Veterans). Implemented a system for the timely evaluation of external transcripts (utilizing Colleague system). Increased functionality by providing an upgrade to the program degree audit system for evaluators to notify students of eligibility and/or progress towards transfer, degree or certificate. Provided support for Umoja/B2LA to support persistence and transfer of African-American Students. Included funding for transfer specific field trips to support the transfer of African American Students as well as culturally relevant programming (Black History Month and UMOJA campus events). 	

	<ul style="list-style-type: none"> • Provided support for PUENTE program by supporting a mentor/mentee dinner, luncheon with other local PUENTE projects to share best practices in transfer centers and celebrated the end of the year completion with students and their families. • Provided support for Ocelotl (Latinx group), to attend a leadership conference at SDSU. <p>(Source: DataMart https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx) and the 2018 Student Success Scorecard https://scorecard.cccco.edu/scorecard.aspx).</p>
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Transfer: Increase the number of students who transfer to four-year universities by 1%. Target: Hispanic Students – Increase by 1%		
Accounting of how Student Equity funding for 2015-2016 was expended.	<ul style="list-style-type: none"> • Embedded Tutoring (Power Study Program) • Transfer University Campaign (college and university tours, events) 	\$711,973 \$80,449
Accounting of how Student Equity funding for 2016-2017 was expended.	<ul style="list-style-type: none"> • Embedded Tutoring (Power Study Program) • Transfer University Campaign (college and university tours, events) 	\$449,945 \$95,292
Accounting of how Student Equity funding for 2017-2018 was expended.	<ul style="list-style-type: none"> • Embedded Tutoring (Power Study Program) • Transfer University Campaign (college and university tours, events) 	\$546,979.93 \$33,003.24
Progress made in achieving the identified goals for prior year	<p><i>The data is pending transfer data from the Chancellor's office.</i></p> <p>Interventions Implemented:</p> <ul style="list-style-type: none"> • Continued embedded tutoring in ESL and basic skills courses (remedial English and remedial math), gatekeeper courses (English, math, science, and social science), and Teaching communities, online and specific programs (i.e., MESA and Veterans). • Implemented a system for the timely evaluation of external transcripts (utilizing Colleague system). • Increased functionality by providing an upgrade to the program degree audit system for evaluators to notify students of eligibility and/or progress towards transfer, degree or certificate. • Developed an internal/external campaign to promote "Transfer University" and benefits of obtaining a degree in partnership with instructional and non-instructional faculty and staff. 	

	<ul style="list-style-type: none"> • Implemented College Preview Day for incoming high school seniors to visit the campus and increase enrollment from high school feeder • Provide transfer tours to UC's and CSU's. • Learning Community funds for transfer field trips (PUENTE, BAYAN, UMOJA, Veterans, Athletics and First Year Experience. • First time offering a first year cohort course at the San Ysidro Higher Education Center, which was supported with a first year transfer, tour experience. • Non-Instructional Supplies <p>(Source: DataMart https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx) and the 2018 Student Success Scorecard https://scorecard.cccco.edu/scorecard.aspx).</p>
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A-J Office of Student Equity, Program & Services Target: All student success factors		
Accounting of how Student Equity funding for 2015-2016 was expended.	Infrastructure/Student Equity Coordination <ul style="list-style-type: none"> • Personnel • Non-Instructional Supplies • Conference/Trainings (Travel) • Student Equity Events (e.g., Annual Men of Color Conference, Diversity Champions Celebration) • Student Equity Talks (Learning Communities, DACA, LGBTQIA, etc.) 	\$276,056
Accounting of how Student Equity funding for 2016-2017 was expended.	Infrastructure/Student Equity Coordination <ul style="list-style-type: none"> • Personnel • Non-Instructional Supplies • Conference/Trainings (Travel) • Student Equity Events (e.g., Annual Men of Color Conference, Diversity Champions Celebration) • Student Equity Talks 	\$383,996
Accounting of how Student Equity funding for 2017-2018 was expended.	Infrastructure/Student Equity Coordination <ul style="list-style-type: none"> • Personnel Staff/Student Workers • Non-Instructional Supplies • Conference/Trainings (Travel) 	\$392,711.70

	<ul style="list-style-type: none"> • Student Equity Events (e.g., Annual Men of Color • Conference, Diversity Champions Celebration) • Student Equity Talks 	
<p>Progress made in achieving the identified goals for prior year</p>	<p><i>The Office of Student Equity and Programs provides infrastructure and support of equity minded programs, which provide sustainability for the efforts implemented.</i></p> <p>Interventions Implemented:</p> <ul style="list-style-type: none"> • Continue with staff infrastructure: Director, Student Services Specialist, Administrative Assistant and Student Workers • Provide support for Student Equity Planning Committee and Budget Management (work with budget managers and oversee implementation and evaluation of all programs funded with funds. • Provides Professional Development Training: Workshops and Educational programming for all students focused on equity-minded subjects, which include diversity and inclusion, LGBTQIA (Safe Zone and Awareness/Programming), cultural theme months to celebrate diversity and inclusion. • Provides support and collaboration for campus wide efforts on inclusion of all groups disproportionately impacted (BAYAN, PUENTE, UMOJA, PRIDE and APIA communities). <p>(Source: DataMart https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx) and the 2018 Student Success Scorecard https://scorecard.cccco.edu/scorecard.aspx).</p>	

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