

CITRUS COLLEGE
STUDENT EQUITY PLAN



December 18, 2015

CITRUS COLLEGE STUDENT EQUITY PLAN 2015-2016

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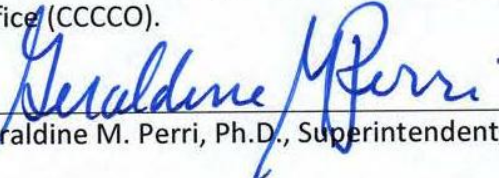
CITRUS COLLEGE

Student Equity Plan Signature Page

District: Citrus Community College District

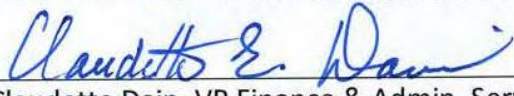
Board of Trustees Approval Date: 12/8/15

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



Geraldine M. Perri, Ph.D., Superintendent/President gperri@citruscollege.edu
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I certify that student equity categorical funding allocated to my college will be expended in accordance with the student equity expenditure guidelines published by the CCCCCO.



Claudette Dain, VP Finance & Admin. Services cdain@citruscollege.edu
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I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



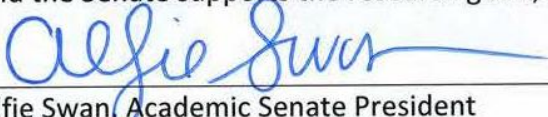
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I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



Arvid Spor, Ed.D., VP Academic Affairs aspor@citruscollege.edu
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I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.



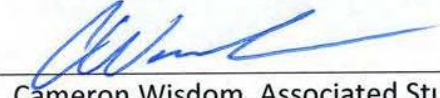
Alfie Swan, Academic Senate President aswan@citruscollege.edu
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I certify that Classified Staff representatives were involved in the development of the plan and the Classified Staff supports the research goals, activities, budget and evaluation it contains.

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Robert Coutts, Calif. School Employees Assoc. Chapter 101 Email

I certify that Associated Student Body representatives were involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



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Monica Killen, Director of College Success

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Executive Summary

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 Population	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.

Contact Person:

Student Equity Coordinator
Monica Killen, M.A.
Director of College Success
(626) 857-4191
Email: mkillen@citruscollege.edu

Planning Committee and Collaboration

Planning Committee and Collaboration

A Student Equity Coordinator was assigned to the Student Equity Plan in July 2015. The Student Equity Coordinator is the Director of College Success who also oversees the Basic Skills Initiative at Citrus College. Prior to the hiring of the Director of College Success, the Vice President of Academic Affairs was the primary contact for Student Equity.

Planning meetings to develop the Student Equity Plan started in September 2015. The workgroup met bi-monthly to keep pace with the December 18, 2015 deadline. The workgroup consisted of co-chairs Director of College Success and a full-time tenured English Faculty member, with representation from Math, English and Counseling faculty, Academic Senate representatives, Student Success and Support Program (SSSP) Coordinator, several management and classified staff, Institutional Research, Associated Students representative, and the newly established Institute for Completion. The group will continue to meet three times a semester to maintain ongoing development, implementation, and evaluation of the plan.

During the workgroup meetings, the group re-examined the goals from the 2014-2015 Student Equity Plan as well as feedback from the report provided to the College by the Chancellor's Office. In order to align with the new requirements of SB 860 and develop measurable goals and activities, the group reviewed the new template to develop the 2015-2016 Student Equity Plan.

To ensure the revised Student Equity Plan is inclusive of identified disproportionate groups, the Student Equity Coordinator met outside of the workgroup with representatives from the following student support services to develop activities and programs EOP&S, DSP&S, Foster/Kinship Care Education Center, Veterans Success Center, Associated Students of Citrus College, Faculty Learning Institute, Office of Student Life, Library, Office of Institutional Research, Planning and Effectiveness, to identify opportunities for activities for disproportionate groups on campus. In addition, the Student Equity Coordinator sits on several workgroups and shared governance committees including the Strategic Plan, Educational Programs Committee, SSSP Committee, College Success/Basic Skills Initiative Committee and Student Services Committee. With an active Student Equity Coordinator on campus, awareness to student equity is greatly expanded through ongoing contact and communication with instructional and student support services.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Monica Killen	Director of College Success	Student Equity and Basic Skills Coordinator
Jim McClain	Dean, Math, Business and Health Sciences	Management
Sam Lee	Dean, Language Arts and Enrollment Management	Management
Lucinda Over	Dean, Counseling	Management and SSSP Coordinator
Gerald Sequeira	Dean, Admissions and Records and Student Outreach	Management
Arvid Spor	Vice President, Academic Affairs	Administrative
Gina Hogan	English Faculty and Academic Senate Vice President/President Elect	Faculty and Academic Senate Representation
Alfie Swan	Math Faculty and Academic Senate President	Faculty and Academic Senate Representation
Lan Hao	Director, Institutional Research, Planning & Effectiveness (IRPE)	Management and Research
Gerald Helm	Learning Center Programs Supervisor	Supervisor/Confidential
Kathryn Jameson-Meedy	Director, Institute for Completion	Management
Lisa Villa	Counseling Faculty	Faculty
Pat Cordova-Goff	Student	Associated Students of Citrus College
Gabe Orona	Research Analyst, IRPE	Classified and Research
Natalie Paredes	Counseling Faculty	Faculty and Transfer Center Coordinator
Robin Mc Burney	Counseling Faculty	Faculty and Early Alert

Campus-Based Research

Overview

The campus-based research section adapted the methodology described in the Chancellor's Office Student Equity Plan memo in March 2014. The 80% index is used throughout the campus research section except for the Access indicator. The Access analysis employed Methodology 3: Percentage Point Gap which was described in the Chancellor's Office Student Equity Plan template dated August 2015. The Access indicator was based on 2010 Census data. Groups in the Access indicator with greater than 3% discrepancy between the population sub-group and Citrus College population subgroup are designated as having disproportionate impact. With the exception of Access, the disproportionate index is used to measure disproportionate impact. The best performing group is chosen as the reference group, with the exception of subgroups that are smaller than ten or 0.5% of the total population. The 80% index is not calculated for subgroups that make up less than 0.5% of the population. In areas where sample size is too small, data from several cohorts are combined and analyzed.

To follow the guidelines in *Attachment D: Data Procedure* of the Student Equity Plan memo, data used in the campus research section are primarily from Chancellor's Office Data Mart and the Student Success Scorecard. In areas where guideline is not available in the *Data Procedure*, additional sources are used. Demographic data about the college's service area are extracted from the Census Bureau. Foster youth data are obtained from the UC Berkeley Center for Social Service Research. A local database is used to identify Citrus College students who are veterans or foster youth.

Table 1 provides a summary of disproportionate impact followed by details of disproportionate impact for subgroups in each of the five indicator areas.

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 Population	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)

Access

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Target Population(s)	# of total enrollment in Fall 2013	% of total enrollment in Fall 2013	% of adult population within the community served	Gain or loss in proportion (Percentage point difference with +/- added)
Ethnicity^{1, 2}				
American Indian / Alaska Native	23	0.2%	0.3%	-0.1%
Asian	1,519	11.5%	11.3%	+0.2%
Black or African-American	582	4.4%	4.1%	+0.3%
Hispanic or Latino	7,816	59.0%	36.4%	+22.6%
Native Hawaiian or other Pacific Islander	23	0.2%	0.1%	+0.1%
White	2,724	20.6%	45.8%	-25.3%
Some other race*	NA	NA	0.2%	NA
More than one race	383	2.9%	1.8%	+1.1%
Unknown	175	1.3%	NA	NA
Total	13,245	100%	100%	
Gender^{1, 2}				
Males	6,062	45.8%	47.0%	-1.2%
Females	6,961	52.6%	53.0%	-0.5%
Unknown	222	1.7%	NA	NA
Total	13,245	100%	100%	
Special Populations				
Current or former foster youth ^{1,3}	65	0.5%	0.3%	+0.2%
Individuals with disabilities (18-64 years) ^{1,4}	657	5.0%	7.0%	-2%
Low-income students ^{1,4} (Data based on Fall 2014)	4,272	33%	10.0%	+23%
Veterans (18-64 years) ^{1,4}	281	2.0%	4.0%	-2%

*Data are based off IPEDs in which "some other race" is not specified.

¹Data Source: Chancellor's office Data Mart Annual Term/Student Count Report

²Data Source: Census Bureau 2010 Decennial Census. Data reflect the five primary cities in the Citrus Community College service area: *Azusa, Claremont, Duarte, Glendora, and Monrovia.*

³Data Source: Center for Social Services Research, University of California at Berkeley

⁴Data Source: Census Bureau 2010 American Community Survey

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 serve as feeder districts to the college. A report from the California Department of Education of the five local feeder districts suggests 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.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A1. Increase access to *I Will Complete College* initiative by 2% per year through 2018-2019.

ACTIVITIES: A. ACCESS

A1.1 Expand on Early Decision by recruiting for the *I Will Complete College* Program.

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A1	Hispanic	594
A1	African-American	21

- **Activity Implementation Plan**

The *I Will Complete College* (IWCC) initiative launched in Fall 2015 and started with approximately 700 students who came through the Early Decision program. The Office of School Relations and Outreach promotes a strong commitment to serving a diverse student population. The office facilitates college access through the Early Decision program which guides prospective students through the enrollment and registration process. Student Equity funds will be used to expand the Early Decision program and hire additional Completion Coaches. Approximately three Completion Coaches will be hired to work with IWCC students. Completion Coaches will maintain ongoing contact with IWCC students through organizing student life activities, contact via telephone or email, weekly newsletters, and communication with faculty. Student Equity funds will be used to promote Early Decision, provide transportation for students to the college campus, and expand Welcome Day from three hours to six hours. The expanded Welcome Day hours will allow students to register for classes, engage in student life activities and meet with a counselor.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A1	August 2016-June 2017	\$14,900	\$5,400 -SSSP

- **Link to Goal**

The Early Decision program is part of the *I Will Complete College* initiative.

- **Evaluation**

Increase participation in the IWCC program by 2%. Collect and measure data on the number of participants in the *I Will Complete College* initiative.

A1.2 Hire Completion Coaches to coach *I Will Complete College* students.

- **Activity Type:**

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

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

ID	Target Group	# of Students Affected
A1	Hispanic	594
A1	African-American	21

- **Activity Implementation Plan**

Currently there are two short term employees who are working with the current *I Will Complete College* cohort. Since it is anticipated the cohort will expand in Fall 2016, *I Will Complete College* students will need additional Coaches to assist new student’s connection with campus resources and services. Student equity funds will be used to hire three Completion Coaches and provide required uniforms to wear for college sponsored programs and activities.

ID	Timeline(s)	Student Equity Funds	Other Funds
A1	July 2015 to June 30, 2019	\$180,000	\$0

- **Link to Goal**

Hire three Completion Coaches to work with IWCC students.

- **Evaluation**

Collect and measure data on the participants in the *I Will Complete College* initiative.

A1.3 Create YouTube videos for admissions and enrollment assistance.

- **Activity Type:**

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

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

ID	Target Group	# of Students Affected
A1	Hispanic	594
A1	African-American	21

- **Activity Implementation Plan**

The Office of Admissions and Records developed six YouTube videos that are featured on CitrusTube, the official Citrus College YouTube channel. The existing videos range from setting up an email account to searching for classes and registering for class. Admissions and Records will expand the CitrusTube channel and develop four additional videos. Student equity funds will be used to expand these resources to students who may need additional guidance to navigate through the application process. Videos will be placed on the Citrus College website and CitrusTube channel and incorporated into Welcome Day presentations, new student orientations, and other student life activities.

ID	Timeline(s)	Student Equity Funds	Other Funds
A1	January 2016 to June 2016	\$1,800	\$0

- **Link to Goal**

YouTube videos provide access to current and prospective students who may need additional guidance to navigate the online admissions and enrollment process. YouTube videos are accessible 24/7 and can help students answer questions when they are off campus and the Office of Admissions and Records is closed.

- **Evaluation**

Videos to be posted on Citrus College Website and YouTube Channel. Number of views will be tracked.

GOAL A2. Increase matriculation from area high schools of historically underrepresented student populations (Hispanic and African-Americans) through exposure to on-campus summer programs.

ACTIVITIES: A. ACCESS

A2.1 Expand Citrus Summer Conservatory (CSC) Program.

- **Activity Type:**

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

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

ID	Target Group	# of Students Affected
A2	Hispanic	50
A2	African-American Students	30

- **Activity Implementation Plan**

The Citrus Summer Conservatory (CSC) Program is an intensive five week summer program where students engage in developing a full length musical production. CSC has been in existence for 15 years and is a solid recruiting tool for the Citrus College Visual and Performing Arts program. The program was scaled back in 2010. CSC is geared for freshman to senior high school students; however, current Citrus College students also participate in the program. As a full day program it provides Fine Arts activities in the morning and academic activities in the afternoon. Each summer, CSC attracts 40 to 80 students. Students who enroll in the summer program pay a fee of \$193 to cover materials and

supplies. The Summer Program has been a strong recruitment program to bring new students to Citrus College. With Student Equity funds, students from disproportionately impacted groups will not need to pay the materials and supplies fee to participate in the program. Students Equity funds will also be used to target Hispanic and African-American students from surrounding high schools to attend the Performing Arts Recruitment Day Open House. The CSC program currently has a 95% completion rate.

ID	Timeline(s)	Student Equity Funds	Other Funds
A2	March 2016-July 2016	\$9,600	\$25,000-Other District Funds

- **Link to Goal**

Increase enrollment of Hispanic and African-American students from local feeder districts.

- **Evaluation**

Collect and measure data on the number of feeder district students entering Citrus College representing Hispanic and African-American populations.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

In this section, Fall 2013 enrollment data and completion counts are based on Chancellor’s Office Data Mart Success and Retention Rate Report in credit courses in Fall 2013. Completion is defined as grade of A, B, C, P, IA, IB, IC, IPP.

i. Course Completion: Gender

	Fall 2013 Enrollment		Fall 2013 Completion	
	N	%	N	%
Male	17,223	46.3%	11,650	45.2%
Female	19,478	52.3%	13,786	53.5%
Unknown	534	1.4%	338	1.3%
Total	37,235	100.0%	25,774	100.0%

80% Index

There is no evidence of disparity among the gender groups.

	Enrollment Count	Completion Count	Completion Rate	80% Index
Male	17,223	11,650	67.6%	0.956
Female	19,478	13,786	70.8%	1.000
Unknown	534	338	63.3%	0.894

ii. Course Completion: Ethnicity

	Fall 2013 Enrollment		Fall 2013 Completion	
	N	%	N	%
African-American	1,729	4.6%	1,061	4.1%
American Indian/Alaskan Native	69	<0.5%	52	<0.5%
Asian	4,543	12.2%	3,520	13.7%
Hispanic	21,806	58.6%	14,565	56.5%
Pacific Islander	64	<0.5%	35	<0.5%
Two or more races	1,192	3.2%	785	3.0%
Unknown	380	1.0%	270	1.0%
White Non-Hispanic	7,452	20.0%	5,486	21.3%
Total	37,235	100.0%	25,774	100.0%

80% Index

The group that has the highest completion rate is Asian. There is disproportionate course completion among African-Americans.

	Enrollment Count	Completion Rate	Completion Rate	80% Index
African-American	1,729	1,061	61.4%	0.792
American Indian/Alaskan Native	69	52	75.4%	-
Asian	4,543	3,520	77.5%	1.000
Hispanic	21,806	14,565	66.8%	0.862
Pacific Islander	64	35	54.7%	-
Two or more races	1,192	785	65.9%	0.850
Unknown	380	270	71.1%	0.917
White Non-Hispanic	7,452	5,486	73.6%	0.950

iii. Persons with Disabilities

Persons with Disabilities	Fall 2013 Enrollment		Fall 2013 Completion	
	N	%	N	%
Yes	1,785	4.8%	1,187	4.6%
No	35,450	95.2%	24,587	95.4%
Total	37,235	100.0%	25,774	100.0%

80% Index

Persons with Disabilities	Enrollment Count	Completion Count	Completion Rate	80% Index
Yes	1,785	1,187	66.5%	0.958
No	35,450	24,587	69.4%	1.000

iv. **Economically Disadvantaged**

The Chancellor’s Office Data Mart Success/Retention Rate Report does not have a pre-defined category equivalent to the economically disadvantaged group. CalWORKS participants are analyzed as a proxy for economically disadvantaged.

CalWORKS Participant	Fall 2013 Enrollment		Fall 2013 Completion	
	N	%	N	%
Yes	514	1.4%	353	1.4%
No	36,721	98.6%	25,421	98.6%
Total	37,235	100.0%	25,774	100.0%

80% Index

CalWORKS Participant	Enrollment Count	Completion Count	Completion Rate	80% Index
Yes	514	353	68.7%	0.993
No	36,721	25,421	69.2%	1.000

v. **Veteran**

	Fall 2013 Enrollment		Fall 2013 Completion	
	N	%	N	%
Veteran	937	2.5%	630	2.4%
Non-Veteran	36,298	97.5%	25,144	97.6%
Total	37,235	100.0%	25,774	100.0%

80% Index

	Enrollment Count	Completion Count	Completion Rate	80% Index
Veteran	937	630	67.2%	0.970
Non-Veteran	36,298	25,144	69.3%	1.000

vi. **Foster Youth**

	Fall 2013 Enrollment		Fall 2013 Completion	
	N	%	N	%
Foster Youth	202	0.5%	111	0.4%
Non-Foster Youth	37,033	99.5%	25,663	99.6%
Total	37,235	100.0%	25,774	100.0%

80% Index

	Enrollment Count	Completion Count	Completion Rate	80% Index
Foster Youth	202	111	55.0%	0.794
Non-Foster Youth	37,033	25,663	69.3%	1.000

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B1. Increase overall completion rates by 6% among Foster Youth by 2020.

ACTIVITIES: B. COURSE COMPLETION

B1.1 Develop a marketing campaign for foster youth to reduce the stigma of accessing student services. Campaign items will include printed materials such as brochures, flyers, and posters in collaboration with existing Foster Kinship Program Regulations and Funding.

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
B1	Foster Youth	95

• **Activity Implementation Plan**

A campaign geared for foster youth will be developed to inform foster youth students of services available on campus. The goal of the campaign will be to reduce stigma associated with accessing campus resources.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B1	January 2016 –December 2018	\$2,500	\$0

• **Link to Goal**

Foster youth students will have higher rates of course completion after accessing student services.

• **Evaluation**

Measure the number of foster youth who earned A, B, C, P, IA, IB, IC, IPP divided by total number of courses foster youth are enrolled in. Data will be collected each semester.

B1.2 Provide expanded educational advising services to foster youth.

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
B1	Foster Youth	95

• **Activity Implementation Plan**

Currently, foster youth have access to 20 minute advising sessions with a counselor. However, due to availability of counselors, foster youth do not consistently meet with the same counselor. Not having a consistent counselor or advisor accessible to them, foster youth lack the ability to develop rapport and trust in order to fully recognize the true needs of individual foster youth. Additional educational advising services would provide foster access with a designated advisor to interact consistently with foster youth students to provide support, seek resources as necessary and monitor student progress. Workshops such as independent living skills, financial literacy skills, etc. would also be provided to students as opportunities to interact and support students through the college experience.

ID	Timeline(s)	Student Equity Funds	Other Funds
B1	March 2016-June 2020	\$49,000	\$0

• **Link to Goal**

Increase course completion among foster youth.

• **Evaluation**

Measure the number of foster youth who earned A, B, C, P, IA, IB, IC, IPP divided by total number of courses foster youth are enrolled in. Data will be collected each semester.

B1.3 Develop an embedded tutor program for foster youth students.

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
B1	Foster Youth	95

• **Activity Implementation Plan**

English and math tutors will be hired to provide tutoring support services at the Foster and Kinship Care Education Center. Tutors will be assigned to work directly with the foster youth population in areas relevant to student needs. Tutoring will be available on a drop in basis for 4 hours per week, as well as 12 specialized workshops per school year.

ID	Timeline(s)	Student Equity Funds	Other Funds
B1	February 2016-June 2020	\$2,260	\$0

• **Link to Goal**

Increase course success and completion rates with additional tutorial supports.

• **Evaluation**

Measure the number of foster youth who earned A, B, C, P, IA, IB, IC, IPP divided by total number of courses foster youth are enrolled in. Data will be collected every semester.

GOAL B2. Increase overall completion rates among African-American students by 2% per year.

ACTIVITIES: B. COURSE COMPLETION

B2.1. Expand Learning Center services for African-American students.

• **Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
B2	African-American	200

• **Activity Implementation Plan**

The Learning Center will target expanding services for African-American students. The Learning Center will provide 4 hours of combined workshops, study groups, and tutoring for 46 weeks throughout the year. In addition, the Learning Center will provide 24 specialized workshops per school year. Outreach will be made to various groups on campus including but not limited to student clubs, athletic programs, fine arts, and/or other identified student services programs.

ID	Timeline(s)	Student Equity Funds	Other Funds
B2	February 2016-June 2018	\$3,524	\$0

• **Link to Goal**

Increase number of African-American students who access Learning Center services which will lead to improved course completion rates.

• **Evaluation**

Measure the number of African-American students who earned A, B, C, P, IA, IB, IC, IPP divided by total number of courses African-American students are enrolled in. Data will be collected every semester.

GOAL B3. Expand current services and faculty development opportunities which contribute to course completion.

ACTIVITIES: B. COURSE COMPLETION

B3.1. Expand professional development for adjuncts teaching math.

• **Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
B3	Hispanic	460
B3	African-American	31
B3	Foster Youth	25

• **Activity Implementation Plan**

A consultant has been providing coaching and training since Spring 2015 to new adjunct math instructors who teach basic skills math courses. As an emeritus professor, the consultant skillfully mentors and guides new adjunct math faculty. Each semester, the consultant makes one on one contact with adjunct faculty who are interested and available to meet with the consultant to discuss instructional methods and strategies as well as observe the adjunct in the classroom. The consultant makes recommendations to the adjunct faculty member and reports to the Dean of Math, Business, & Health Sciences the number of adjuncts contacted and observed. In Fall 2015, the consultant interacted with 26 adjunct faculty members. Using Student Equity funds, the consultant will expand services to work with math adjuncts teaching college-level and transfer level math courses.

ID	Timeline(s)	Student Equity Funds	Other Funds
B3	January 2016-June 2018	\$40,000	\$0

- ***Link to Goal***

Student success rates will go up with faculty who have participated in professional development activities.

- ***Evaluation***

Measure the success rates of students enrolled in math courses where the adjunct faculty has participated in professional development with the consultant versus courses taught by adjuncts who have not engaged in professional development.

**Success Indicator: ESL and Basic Skills
Completion**

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete a final ESL or basic skills course.

In this section, veterans and foster youth are identified through a local database. Foster youth are those who identify themselves on FAFSA application.

i. Basic Skills/ESL Completion

Data from the last five scorecard ESL cohorts (2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008) are combined and analyzed due to the small size of each cohort. Following the scorecard methodology, ESL cohort is defined as students who attempted an ESL course below transfer level for the first time. Completion is defined as completion of the ESL sequence or college-level English course in six years.

a. Basic Skills ESL Completion: Gender

	Total Students in Five Scorecard Cohorts		Completion	
	N	%	N	%
Male	207	34.1%	82	36.6%
Female	398	65.6%	142	63.4%
Unknown	2	<0.5%	-	-
Total	607	100.0%	224	100.0%

80% Index

	Cohort Count	Completion Count	Completion Rate	80% Index
Male	207	82	39.6%	1.000
Female	398	142	35.7%	0.901
Unknown	2	0	-	-

Basic Skills ESL Completion: Ethnicity

	Total Student in Five Scorecard Cohorts		Completion	
	N	%	N	%
African-American	13	2.1%	2	0.9%
American Indian/Alaskan Native	1	<0.5%	1	<0.5%
Asian	268	44.2%	126	56.3%
Hispanic	212	34.9%	58	25.9%
Pacific Islander	-	-	-	-
Two or more races	-	-	-	-
Unknown	57	9.4%	16	7.1%
White, Non-Hispanic	56	9.2%	21	9.4%
Total	607	100.0%	224	100.0%

80% Index

	Cohort Count	Completion Count	Completion Rate	80% Index
African-American	13	2	15.4%	0.327
American Indian/Alaskan Native	1	1	100.0%	-
Asian	268	126	47.0%	1.000
Hispanic	212	58	27.4%	0.582
Pacific Islander	-	-	-	-
Two or more races	-	-	-	-
Unknown	57	16	28.1%	0.597
White, Non-Hispanic	56	21	37.5%	0.798

b. Basic Skills ESL Completion: Persons with Disabilities

Persons with Disabilities	Total Student in Five Scorecard Cohorts		Completion	
	N	%	N	%
Yes	15	2.5%	4	1.8%
No	592	97.5%	220	98.2%
Total	607	100.0%	224	100.0%

80% Index

Persons with Disabilities	Cohort Count	Completion Count	Completion Rate	80% Index
Yes	15	4	26.7%	0.718
No	592	220	37.2%	1.000

c. Basic Skills ESL Completion: Economically Disadvantaged

Economically Disadvantaged	Total Student in Five Scorecard Cohorts		Completion	
	N	%	N	%
Yes	289	47.6%	116	51.8%
No	318	52.4%	108	48.2%
Total	607	100.0%	224	100.0%

80% Index

Economically Disadvantaged	Cohort Count	Completion Count	Completion Rate	80% Index
Yes	289	116	40.1%	1.000
No	318	108	34.0%	0.846

d. ESL Completion: Veterans and Foster Youth

Disproportionate impact for veteran and foster youth in ESL completion is not calculated due to the small sample size of these two special populations. There is one veteran student and five foster youth students in the last five ESL Scorecard cohorts.

ii. **Basic Skills English Writing Completion**

Data from the 2007-2008 scorecard English Writing cohort are analyzed. According to the scorecard methodology, English Writing cohort is defined as students who attempted an English Writing course below transfer level for the first time. Completion is defined as completion of the degree-applicable or transfer level English course in six years.

a. **Basic Skills English Writing Completion: Gender**

	2007-2008 English Writing Cohort1		Completion2	
	N	%	N	%
Male	917	47.1%	348	41.3%
Female	1,020	52.4%	489	58.1%
Unknown	11	0.6%	5	0.6%
Total	1,948	100.0%	842	100.0%

80% Index

	Cohort Count	Completion Count	Completion Rate	80% Index
Male	917	348	37.9%	0.792
Female	1,020	489	47.9%	1.000
Unknown	11	5	45.5%	0.948

b. **Basic Skills English Writing Completion: Ethnicity**

	2007-2008 English Writing Cohort		Completion	
	N	%	N	%
African-American	133	6.8%	53	6.3%
American Indian/Alaskan Native	17	0.9%	6	0.7%
Asian	130	6.7%	76	9.0%
Hispanic	1044	53.6%	409	48.6%
Pacific Islander	10	0.5%	6	0.7%
Two or more races	-	-	-	-
Unknown	208	10.7%	106	12.6%
White, Non-Hispanic	406	20.8%	186	22.1%
Total	1948	100.0%	842	100.0%

1 Students who first attempted an English Writing course one to four levels below transfer during academic period 2007-2008

2 The 2014 scorecard defined completion as “completed ‘zero’ level English course within six years of cohort entry”

80% Index

Although Pacific Islanders have the highest completion rate, they are not chosen as the reference group due to the small number of students in the completion group (n<10). The subgroup with the second highest completion rate, Asian, is chosen as the reference group.

	Cohort Count	Completion Count	Completion Rate	80% Index
African-American	133	53	39.8%	0.680
American Indian/Alaskan Native	17	6	35.3%	0.603
Asian	130	76	58.5%	1.000
Hispanic	1,044	409	39.2%	0.670
Pacific Islander	10	6	60.0%	1.025
Two or more races	-	-	-	-
Unknown	208	106	51.0%	0.850
White, Non-Hispanic	406	186	45.8%	0.783

c. Basic Skills English Writing Completion: Persons with Disabilities

Persons with Disabilities	2007-2008 English Writing Cohort		Completion	
	N	%	N	%
Yes	139	7.1%	60	7.1%
No	1,809	92.9%	782	92.9%
Total	1,948	100.0%	842	100.0%

80% Index

Persons with Disabilities	Cohort Count	Completion Count	Completion Rate	80% Index
Yes	139	60	43.2%	0.999
No	1,809	782	43.2%	1.000

d. Basic Skills English Writing Completion: Economically Disadvantaged

	2007-2008 English Writing Cohort		Completion	
	N	%	N	%
Yes	994	51.0%	407	48.3%
No	954	49.0%	435	51.7%
Total	1,948	100.0%	842	100.0%

80% Index

	Cohort Count	Completion Count	Completion Rate	80% Index
Yes	994	407	40.9%	0.898
No	954	435	45.6%	1.000

e. **Basic Skills English Writing Completion: Veterans**

Due to the small number of veterans in the 2007-2008 English Writing cohort, data from the last three English Writing cohorts are combined and analyzed.

	2005-2006, 2006-2007, 2007-2008 English Writing Cohorts		Completion	
	N	%	N	%
Veteran	57	1.0%	32	1.3%
Non Veteran/Unknown	5,456	99.0%	2,309	98.7%
Total	5,507	100.0%	2,341	100.0%

80% Index

	Cohort Count	Completion Count	Completion Rate	80% Index
Veteran	57	32	56.1%	1.000
Non Veteran	5,456	2,309	42.3%	0.751

f. **Basic Skills English Writing Completion: Foster Youth**

Due to the small number of foster youth in the 2007-2008 English Writing cohort, data from the last three English Writing cohorts are combined and analyzed.

	2005-2006, 2006-2007, 2007-2008 English Writing Cohorts		Completion	
	N	%	N	%
Foster Youth	64	1.2%	31	1.3%
Non-Foster Youth	5,449	98.8%	2,308	98.7%
Total	5,531	100.0%	2,339	100.0%

80% Index

	Cohort Count	Completion Count	Completion Rate	80% Index
Foster Youth	64	31	48.4%	1.000
Non-Foster Youth	2,309	5,449	42.4%	0.876

iii. Basic Skills Math Completion

a. Basic Skills Math Completion: Gender

Data from the 2007-2008 scorecard Math cohort are analyzed. According to the scorecard methodology, Math cohort is defined as students who first attempted a Math course below transfer level. Completion is defined as completion of the degree-applicable or transfer-level Math course in six years.

	2007-2008 Math Cohort ³		Completion ⁴	
	N	%	N	%
Male	911	43.3%	253	43.3%
Female	1,176	55.9%	384	55.9%
Unknown	15	0.7%	4	0.7%
Total	2,102	100.0%	641	100.0%

³ According to the 2014 Scorecard, Math Cohort are students who first attempted a Math course two to four levels below transfer during academic period 2007-2008.

⁴ Completion is defined as “completed “zero” and/or “one” level Math course within six years of cohort entry”.

80% Index

	Cohort Count	Completion Count	Completion Rate	80% Index
Male	911	253	27.8%	0.851
Female	1,176	384	32.7%	1.000
Unknown	15	4	26.7%	0.817

b. Basic Skills Math Completion: Ethnicity

	2007-2008 Math Cohort		Completion	
	N	%	N	%
African-American	152	7.2%	33	5.1%
American Indian/Alaskan Native	17	0.8%	4	0.6%
Asian	94	4.5%	46	7.2%
Hispanic	1092	52.0%	294	45.9%
Pacific Islander	19	0.9%	7	1.1%
Two or more races	-	-	-	-
Unknown	241	11.5%	75	11.7%
White, Non-Hispanic	487	23.2%	182	28.4%
Total	2102	100.0%	641	100.0%

80% Index

	Cohort Count	Completion Count	Completion Rate	80% Index
African-American	152	33	21.7%	0.444
American Indian/Alaskan Native	17	4	23.5%	0.481
Asian	94	46	48.9%	1.000
Hispanic	1,092	294	26.9%	0.550
Pacific Islander	19	7	36.8%	0.753
Two or more races	-	-	-	-
Unknown	241	75	31.1%	0.636
White, Non-Hispanic	487	182	37.4%	0.764

c. Basic Skills Math Completion: Persons with Disabilities

Persons with Disabilities	2007-2008 Math Cohort		Completion	
	N	%	N	%
Yes	165	7.8%	40	6.2%
No	1,937	92.2%	601	93.8%
Total	2,102	100.0%	641	100.0%

80% Index

Persons with Disabilities	Cohort Count	Completion Count	Completion Rate	80% Index
Yes	165	40	24.2%	0.781
No	1,937	601	31.0%	1.000

d. Basic Skills Math Completion: Economically Disadvantaged

Economically Disadvantaged	2007-2008 Math Cohort		Completion	
	N	%	N	%
Yes	1,034	49.2%	288	44.9%
No	1,068	50.8%	353	55.1%
Total	2,102	100.0%	641	100.0%

80% Index

Economically Disadvantaged	Cohort Count	Completion Count	Completion Rate	80% Index
Yes	1,034	288	27.9%	0.843
No	1,068	353	33.1%	1.000

e. **Basic Skills Math Completion: Veterans**

Due to the small number of veterans in the 2007-2008 Math cohort, data from the last three Math scorecard cohorts are combined and analyzed.

	2005-2006, 2006-2007 and 2007-2008 Math Cohorts		Completion	
	N	%	N	%
Veteran	79	1.3%	31	1.7%
Non Veteran	6,097	98.7%	1,788	98.3%
Total	6,176	100.0%	1,819	100.0%

80% Index

Veterans outperform non-Veterans in Math completion.

	Cohort Count	Completion Count	Completion Rate	80% Index
Veteran	79	31	39.2%	1.000
Non Veteran	6,097	1,788	29.3%	0.748

f. **Basic Skills Math Completion: Foster Youth**

Due to the small number of foster youth in the 2007-2008 Math cohort, data from the last three Math scorecard cohorts are combined and analyzed.

	2005-2006, 2006-2007 and 2007-2008 Math Cohorts		Completion	
	N	%	N	%
Foster Youth	70	1.1%	17	0.9%
Non-Foster Youth	6,106	98.9%	1,802	99.1%
Total	6,176	100.0%	1,819	100.0%

80% Index

	Cohort Count	Completion Count	Completion Rate	80% Index
Foster Youth	70	17	24.3%	0.823
Non-Foster Youth	6,106	1,802	29.5%	1.000

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

GOAL C1. Develop and implement accelerated sequences of Basic Skills courses.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C1.1 Pilot an accelerated Math 020 and Math 029 course with additional instructional supports such as embedded tutors and study groups.

• **Activity Type(s):**

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

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

ID	Target Group(s)	# of Students Affected
C1	African-American	15
C1	Hispanic	24
C1	Native American/Alaskan Native	1

• **Activity Implementation Plan**

In Spring 2016, a pilot of accelerated Math 020 and 029 courses will be offered. As part of the goal to provide additional instructional support to basic skills students, the Learning Center will provide embedded tutors and two study groups per week throughout the semester for this accelerated section. Embedded tutors have been used in other basic skills courses as well as in STEM courses with positive outcomes.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C1	February 2016-June 2018	\$4,844	\$0

• **Link to Goal**

Increase student success rate in accelerated Basic Skills courses compared to traditional formats.

- **Evaluation**

Baseline data will be collected from the initial group and will be used to compare future groups. Data will be collected during the initial contact, and the cohort will be monitored for the next two years.

C1.2 Expand study group services for Basic Skills students enrolled in non-Basic Skills courses.

- **Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
C1	Hispanic	531
C1	DSP&S	75
C1	African-American	36

- **Activity Implementation Plan**

Since many basic skills students lack strong reading and study skills, college-level courses become challenging obstacles. To address the needs of these students, the Learning Center will offer two study groups per day, four days a week for courses identified with low success rates. Study groups will be assigned to courses that do not have English 098 or English 099 or Math prerequisites and have low success rates. Study groups will be coordinated through the Learning Center and will be offered on a drop-in basis.

ID	Timeline(s)	Student Equity Funds	Other Funds
C1	February 2016-June 2019	\$12,320	\$0

- **Link to Goal**

Increase success rates of Basic Skills students taking college-level courses.

- **Evaluation**

Measure the number of basic skills students who earned A, B, C, P, IA, IB, IC, IPP in non-basic skills courses with study groups compared to courses without study groups. Data will be collected every semester.

C1.3 Dedicated tutors are assigned to Basic Skills courses.

- **Activity Type(s):**

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

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

ID	Target Group(s)	# of Students Affected
C1	African-American	130
C1	Hispanic	250
C1	Native American/Alaskan Native	5

- **Activity Implementation Plan**

English and math tutors will be hired to provide tutoring support services at the Learning Center. Tutors will be assigned to work directly with Basic Skills in areas relevant to student needs. Tutoring will be available on a drop in basis for 4 hours per week, as well as 12 specialized workshops offered per school year.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C1	January 2016 to June 2018	\$54,127	\$0

- **Link to Goal**

Increase success rates of Basic Skills students through additional tutoring support services.

- **Evaluation**

Collect and measure data on the number of Hispanic, African American, and DSPS students who earned A, B, C, P, IA, IB, IC, IPP divided by total number of courses Hispanic, African American, and DSPS students are enrolled in.

C1.4 Develop contextualized curriculum for Basic Skills courses.

- **Activity Type(s):**

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

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

ID	Target Group(s)	# of Students Affected
C1	African-American	70
C1	Hispanic	5
C1	Native American/Alaskan Native	2

- **Activity Implementation Plan**

To increase the success rate of Basic Skills courses and reduce the amount of time spent to move through the Basic Skills sequence, two English and Math classes will be adapted to become contextualized and accelerated. Math and English faculty will be paid a stipend to adapt the curriculum.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C1	January 2016-June 2018	\$7,000	\$7,000-Basic Skills Initiative

- **Link to Goal**

Contextualized courses will increase success rates in Basic Skills courses compared to traditional non-contextualized formats.

- **Evaluation**

Measuring success rates of contextualized courses versus traditional formats.

C1.5 Expand schedule by 5% for Basic Skills courses to target Hispanic and African-American students enrolled in athletics & fine arts programs.

• **Activity Type(s):**

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

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

ID	Target Group(s)	# of Students Affected
C1	African-American	112
C1	Hispanic	282

• **Activity Implementation Plan**

Enrollment management will work with scheduling and the Dean of Kinesiology, Health, and Athletics and the Dean of Visual & Performing Arts to increase approximately 15 sections per year for Basic Skills courses during primetime hours prior to the beginning of practices/games and performances to ensure Athletic and Performing Arts students complete their Math and English sequence on time. Approximately 450 seats will be added each school year. No additional funds are needed to expand the schedule.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C1	August 2016- August 2018	\$0	\$0

• **Link to Goal**

Hispanic and African-American students will complete their Basic Skills Math and English sequence earlier in the program.

• **Evaluation**

Collect baseline data and measure the success rates of the additional sections. Data will be collected each semester.

C1.6 Promote development of an accelerated non-STEM Math sequence.

Activity Type(s):

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

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

ID	Target Group(s)	# of Students Affected
C1	African-American	542
C1	Hispanic	7678
C1	Native American/Alaskan Native	5

• **Activity Implementation Plan**

The California Acceleration Project (CAP) has been a valuable resource to promote several models to reduce the sequence length of Basic Skills Math and English courses required to be college ready. Pilot programs at other colleges in the state have reported favorable outcomes using one of the several models supported by CAP. At Citrus College there are a limited number of accelerated Math courses and no contextualized Math sequence geared for non-STEM majors. Using Student Equity funds, math faculty will be paid a stipend to research and develop new curriculum for Basic Skills Math adapted for non-STEM majors.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C1	August 2016- August 2018	\$ 3,500	\$0

• **Link to Goal**

Basic Skills students will complete their Math and English sequence earlier in the program.

• **Evaluation**

Measure accelerated sequence completion rate versus traditional sequence.

C1.7: Hire a part-time librarian dedicated to providing support services to basic skills students.

• **Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
C1	Hispanic	2,282
C1	DSP&S	100
C1	African-American	118

• **Activity Implementation Plan**

Libraries are another component in the network of support services available to students. With 80% of incoming students (Citrus College Institutional Research, 2015) entering the college underprepared, libraries are another resource for students to expand their knowledge base. Early contact with the library teaches students how to take advantage of library resources for learning (Roselle, 2008). Research also suggests frequency of library use and the development of effective study skills (Osequera, 2007) benefits basic skills students. To further promote student success at Citrus College, the library plans to hire a part time librarian dedicated to working with basic skills students. Activities include: library study groups/cohorts, “Librarian in the Lab” workshops for specific classes and/or class assignments for ESL and English, librarian on duty at the Learning Center, citation workshops and class embedded librarian for face-to-face learning environments. The position will be funded with Student Equity and Basic Skills Funds. Currently there are no librarians dedicated to basic skills students and this additional position would allow the library to focus on the needs of Basic Skills students.

ID	Timeline(s)	Student Equity Funds	Other Funds
C1	February 2016-June 2018	\$22,000	\$22,000 Basic Skills

• **Link to Goal**

Success rates of Basic Skills students will increase as they access library services and resources.

- **Evaluation**

Measure number of contacts and interactions the librarian has with Basic Skills students. Information may be collected through number of attendees at workshops, visits to the library, classroom visits and any other activities led by the librarian for basic skills students.

GOAL C2. Increase basic skills completion by 2% per year for Hispanic, African-American and DSP&S.

ACTIVITIES: ESL AND BASIC SKILLS COURSE COMPLETION

C2.2 Create online tutorials for FAQ's about the library to assist Basic Skills and other disproportionate groups using library resources.

Activity Type(s):

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

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

ID	Target Group	# of Students Affected
C2	Hispanic	2,282
C2	African-American	100
C2	DSP&S	118

- **Activity Implementation Plan**

Library staff will create several online tutorials about the library to assist Basic Skills students and disproportionately impacted groups increase usage of library services. Librarians will be paid a stipend to create the videos. Videos will be uploaded to the library website and promoted to students through the Basic Skills librarian.

ID	Timeline(s)	Student Equity Funds	Other Funds
C2	February 2016 to June 2017	\$8,000	\$0

- **Link to Goal**

Increase library usage by Basic Skills students and disproportionately impacted groups.

- **Evaluation**

Monitor number of online views and collect information about increased usage of library services.

GOAL C3. Increase course completion by 2% for credit ESL courses.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C3.1 Expand tutorial support services for credit ESL courses.

Activity Type(s):

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

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

ID	Target Group	# of Students Affected
C3	Hispanic	212
C3	African-American	13
C3	DSP&S	15

- **Activity Implementation Plan**

Embedded tutors will be hired to provide tutoring support services for ESL students. Embedded tutors will be assigned to work directly with instructors for credit ESL courses. Citrus College has achieved strong results with embedded tutoring for other courses.

ID	Timeline(s)	Student Equity Funds	Other Funds
C3	February 2016 to June 2018	\$8,580	\$0

- **Link to Goal**

Increased success rates of ESL courses.

- **Evaluation**

Measure the number of ESL who earned A, B, C, P, IA, IB, IC, IPP divided by total number of courses ESL students are enrolled in. Data will be collected every semester.

GOAL C4. Develop summer college preparatory program to prepare incoming students that place in English 098/099 and/or Math 020/029.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C4.1 Develop intensive 3 week summer review session to review Math and English fundamentals.

Activity Type(s):

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

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

ID	Target Group	# of Students Affected
C4	Hispanic	58
C4	African-American	27
C4	Native American/Alaskan Native	5

- **Activity Implementation Plan**

A new summer intensive program for Basic Skills students enrolled in Math 020/Math 029 or English 098/099 during their first fall semester will be recruited to participate in the program. The program will run four hours a day, four days a week for three weeks prior to the start of the fall semester. The summer intensive program will be led by Lab Supervisors who will facilitate various activities each day related to building better study habits, Math and English refresher activities, Early Alert workshops as well as presentations by various campus services including but not limited to Library services, Counseling, Transfer Center,

Associated Students, EOP&S, and DSP&S. Up to 90 students will be recruited to participate in the program. The program will be divided into three different groups comprised of 30 students each and housed in the Learning Center.

Research indicates entering freshmen are underprepared for college and lack the skills needed to succeed in college (Strayhorn, 2011). At Citrus College, approximately 80% of new freshman are underprepared for college and must enroll in a basic skills class (Citrus College Institutional Research, 2015). A study by Strayhorn (2011) found students who participated in a summer bridge program had significantly higher rates of self-efficacy and academic skills after participating in a summer bridge program. Pipeline programs such as summer bridge are generally considered one of the oldest used strategies to increase student enrollment and college success (Balit et al., 2005; Tierney & Hagedorn, 2002). Previous research demonstrates summer bridge programs are associated with higher retention rates in the 1st and 2nd years of college and higher retention rates for women during the first year (Strayhorn, 2011).

ID	Timeline(s)	Student Equity Funds	Other Funds
C4	March 2016-August 2017	\$11,760	\$0

- **Link to Goal**

Compare completion rate for participants who enroll in summer intensive versus those who do not.

- **Evaluation**

Establish a baseline with the initial cohort and use to compare future groups. Students will be tracked for two years.

**Success Indicator: Degree and Certificate
Completion**

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

In this section, Student Success Scorecard data are used and the definition of completion follows the scorecard’s methodology specifications, which is:

- earned an AA/AS or certificate
- become transfer prepared
- transfer to a four-year institute

Veterans and foster youth are identified through a local database .Foster youth are those who identify themselves on FAFSA application.

i. Degree and Certificate Completion: Gender

	Total Student in 2007-2008 Cohort ⁵		Completion Attainment ⁶	
	N	%	N	%
Male	1,051	47.2%	468	45.3%
Female	1,150	51.7%	555	53.8%
Unknown	24	1.1%	9	0.9%
Total	2,225	100%	1,032	100%

80% Index

	Cohort Count	Completion Count	Completion Rate	80% Index
Male	1,051	468	44.5%	0.923
Female	1,150	555	48.3%	1.000
Unknown	24	9	37.5%	0.777

There is no evidence of disparity between male and female students. The index for the unknown group is below 0.800. However, the sample size is small with only 24 students in the cohort.

⁵ Data Source: 2014 Student Success Scorecard. Cohort is defined as “first-time students with intent to complete”.

⁶ Earned AA/AS degree or Certificate, transferred to a 4-year college or attained “transfer prepared” status defined by the Chancellor’s office.

ii. Degree and Certificate Completion: Ethnicity

	Total Student in 2007-2008 Cohort		Completion Attainment	
	N	%	N	%
African-American	134	6.0%	47	4.6%
American Indian/Alaskan Native	13	0.6%	2	<0.5%
Asian	209	9.4%	136	13.2%
Hispanic	968	43.5%	372	36.0%
Pacific Islander	15	0.7%	9	0.9%
Two or more races	-	-	-	-
White, Non-Hispanic	570	25.6%	315	30.5%
Unknown	316	14.2%	151	14.6%
Total	2,225	100.0%	1,032	100.0%

80% Index

With Asian being the reference group, disproportionate impact is found in African-American, Hispanic, American Indian, and unknown ethnic groups.

	Cohort Count	Completion Count	Completion Rate	80% Index
African-American	134	47	35.1%	0.539
American Indian/Alaskan Native	13	2	15.4%	-
Asian	209	136	65.1%	1.000
Hispanic	968	372	38.4%	0.591
Pacific Islander	15	9	60.0%	0.922
Two or more races	-	-	-	-
White, Non-Hispanic	570	315	55.3%	0.849
Unknown	316	151	47.8%	0.734

iii. Degree and Certificate Completion: Persons with Disabilities

Persons with Disabilities	Total Student in 2007-2008 Cohort		Completion Attainment	
	N	%	N	%
Yes	127	5.7%	44	4.3%
No	2,098	94.3%	988	95.7%
Total	2,225	100.0%	1,032	100.0%

80% Index

Persons with Disabilities	Cohort Count	Completion Count	Completion Rate	80% Index
Yes	127	44	34.6%	0.736
No	2,098	988	47.1%	1.000

Disparities are found among students with disabilities, as the index is below 0.800.

iv. Degree and Certificate Completion: Economically Disadvantaged Status

Economically Disadvantaged	Total Student in 2007-2008 Cohort		Completion Attainment	
	N	%	N	%
Yes	1,239	55.7%	556	53.9%
No	986	44.3%	476	46.1%
Total	2,225	100.0%	1,471	100.0%

80% Index

There is no disparity between students who are economically disadvantaged and those who are not.

Economically Disadvantaged	Cohort Count	Completion Count	Completion Rate	80% Index
Yes	1,239	556	44.9%	0.930
No	986	476	48.3%	1.000

v. Degree and Certificate Completion: Veteran

Due to the small number of veterans in each scorecard cohort, data from last three cohorts are combined to study disproportionate impact. Veterans outperform non-veterans in degree and certificate completion.

	2005-2006, 2006-2007, 2007-2008 Scorecard Cohorts		Completion Attainment	
	N	%	N	%
Veteran	58	0.9%	31	1.5%
Non-Veteran	6,157	99.1%	2,050	98.5%
Total	6,215	100.0%	2,077	100.0%

80% Index

	Cohort Count	Completion Count	Completion Rate	80% Index
Veteran	58	31	53.4%	1.000
Non-Veteran	6,157	2,050	33.2%	0.623

vi. **Degree and Certificate Completion: Foster Youth**

Due to the small number of foster youth in each scorecard cohort, data from last three cohorts are combined to study disproportionate impact.

	2005-2006, 2006-2007, 2007-2008 Scorecard Cohorts		Completion Attainment	
	N	%	N	%
Foster Youth	65	1.0%	26	0.9%
Non-Foster Youth	6,150	99.0%	2,769	99.1%
Total	6,215	100.0%	2,795	100.0%

80% Index

	Cohort Count	Completion Count	Completion Rate	80% Index
Foster Youth	65	26	40.0%	0.889
Non-Foster Youth	6,150	2,769	45.0%	1.000

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D1. Increase degree and certificate completion rates by 2% per year for Hispanic and African-American students.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D1.1 Completion Coaches are hired to monitor student engagement, completion, and success.

- **Activity Type(s):**

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

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

ID	Target Group(s)	# of Students Affected
D1	African-American	21
D1	Hispanic	594

- **Activity Implementation Plan**

As part of the College of Completion initiative, Completion Coaches will be hired to be facilitators between the college and the student. Completion Coaches will have a caseload of students to monitor progress and coordinate activities that promote student engagement and academic success. Informed by student education plans, the Completion Coaches will monitor enrollment of all Early Decision freshman who enroll in ESL, English and/or Math in their first full-year term.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D1	March 2016 to June 2018	\$180,000	\$0

- **Link to Goal**

Increase completion and success rates of Hispanic and African-American students.

- **Evaluation**

Measure the number of Hispanic and African-American students who either earned AA/AS/CERT, became transfer prepared, or transferred to 4-year institution divided by the number of first time students who enrolled in the base year with the goal of obtaining a certificate or degree.

D1.2 Tutorial Services at the Learning Center are expanded to facilitate student retention, success, and completion.

- **Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
D1	Hispanic	1,181
D1	African-American	582

- **Activity Implementation Plan**

The Learning Center currently provides drop-in tutoring for a large variety of Citrus College courses. The Learning Center will provide expanded tutoring services for Math, Biology, and Chemistry courses facilitated by Lab Supervisors. A Math facilitator will also be hired to assist with the expanded tutoring groups. The additional tutoring services will be promoted to faculty and students through class visits, flyers, and satellite drop in tutorial areas. These services will be extended to the Performing Arts Department, Athletics Department, and Trade Programs.

ID	Timeline(s)	Student Equity Funds	Other Funds
D1	February 2016	\$42,680	\$0

- **Link to Goal**

Increase in student degree & certificate completion for students who attended tutorial services versus those who did not.

- **Evaluation**

Measure the number of Hispanic and African-American students who either earned an AA/AS/CERT, became transfer prepared, or transferred to 4-year institution divided by the number of first time students who enrolled in the base year with the goal of obtaining a certificate or degree.

D1.3 Continue to train faculty and staff to use Early Alert system as well as encourage students to attend study skills workshops.

- **Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
D1	Hispanic	1,181
D1	African-American	582

- **Activity Implementation Plan**

Developed by counseling faculty, Early Alert is a series of nine workshops that focus on developing skills necessary to become a successful college student. Workshops consist of topics such as goal setting, memory techniques, note taking, study skills, learning styles, stress management, math anxiety, test taking, and time management. The College Success/Early Alert workshops are available to all Citrus College students and are offered and facilitated by a counselor. Faculty may also request a workshop to be given in class. Workshops are 50 minutes in length and include curriculum handouts for students.

ID	Timeline(s)	Student Equity Funds	Other Funds
D1	January 2016-June 2018	\$20,000	\$34,000-Basic Skills Initiative

- **Link to Goal**

Increase usage of Early Alert letters by faculty by 10 per year.

- ***Evaluation***

Track the number of faculty that use Early Alert versus those who do not. Students will complete a brief survey after attending workshops. Student responses will be collected after each workshop.

Transfer

E. TRANSFER. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

In this section, veterans and foster youth are identified through a local database. Foster youth are those who identify themselves on their FAFSA application as being foster youth.

i. Transfer: Gender

	2007-2008 Transfer Cohort⁷		Transfer (6-year)	
	N	%	N	%
Male	664	45.6%	242	44.5%
Female	782	53.7%	298	54.8%
Unknown	11	0.8%	4	0.7%
Total	1,457	100.0%	544	100.0%

80% Index

	Enrollment Count	Transfer Count	Transfer rate	80% index
Male	664	242	36.4%	0.956
Female	782	298	38.1%	1.000
Unknown	11	4	36.4%	0.954

Disproportionality is not found among gender groups.

⁷ Data source: Chancellor’s Office Data Mart Transfer Velocity Cohort Report. The cohort includes first-time college students with at least 12 units who attempted a math or English course at transfer level.

CAMPUS-BASED RESEARCH: TRANSFER

ii. Transfer: Ethnicity

	2007-2008 Transfer Cohort		Transfer (6-year)	
	N	%	N	%
African-American	71	4.9%	28	5.1%
American Indian/Alaskan Native	11	0.8%	1	<0.5%
Asian	161	11.1%	77	14.2%
Hispanic	590	40.5%	180	33.1%
Pacific Islander	12	0.8%	2	<0.5%
Two or more races	-	-	-	-
Unknown	200	13.7%	85	15.6%
White Non-Hispanic	412	28.3%	171	31.4%
Total	1,457	100.0%	544	100.0%

80% Index

With Asian used as the reference, disproportionate impact is found in Hispanic students.

	Cohort Count	Transfer Count	Transfer rate	80% index
African-American	71	28	39.4%	0.825
American Indian/Alaskan Native	11	1	9.1%	-
Asian	161	77	47.8%	1.000
Hispanic	590	180	30.5%	0.638
Pacific Islander	12	2	16.7%	-
Two or more races	-	-	-	-
Unknown	200	85	42.5%	0.889
White Non-Hispanic	412	171	41.5%	0.868

iii. **CalWORKS Participant**

Section E data came from the Transfer Velocity Cohort Report, which does not have a category equivalent to the economically disadvantaged group in sections B, C, or D. As suggested in *Attachment D: Data Procedures*, CalWORKS participants are analyzed instead.

CalWORKS Participant	2007-2008 Transfer Cohort		Transfer (6-year)	
	N	%	N	%
No	1,435	98.5%	539	99.1%
Yes	22	1.5%	5	0.9%
Total	1,457	100.0%	544	100.0%

80% Index

CalWORKS Participant	Enrollment Count	Transfer Count	Transfer rate	80% index
No	1,435	539	37.6%	1.000
Yes	22	5	22.7%	0.605

iv. **Transfer: Persons with Disabilities**

Persons with Disabilities	2007-2008 Transfer Cohort		Transfer (6-year)	
	N	%	N	%
No	1379	94.6%	523	96.1%
Yes	78	5.4%	21	3.9%
Total	1,457	100.0%	544	100.0%

80% Index

Persons with Disabilities	Enrollment Count	Transfer Count	Transfer rate	80% index
No	1,379	523	37.9%	1.000
Yes	78	21	26.9%	0.710

v. **Transfer: Veterans**

In order to identify veterans, this section utilized data from the Student Success Scorecard instead of the Data Mart. Due to the small number of veterans in each cohort, combined data from the last three cohorts are used to calculate disproportionate impact.

	2005-2006, 2006-2007, 2007-2008 Cohorts		Transfer (6-year)	
	N	%	N	%
Veteran	58	0.9%	19	1.0%
Non-Veteran	6,157	99.1%	1,948	99.0%
Total	6,215	100.0%	1,967	100.0%

80% Index

	Cohort Count	Transfer Count	Transfer Rate	80% Index
Veteran	58	19	32.7%	1.000
Non-Veteran	6,157	1,948	31.6%	0.966

vi. **Transfer: Foster Youth**

This section utilized data from the Student Success Scorecard instead of the data mart. Due to the small number of foster youth in each cohort, combined data from the last three cohorts are used to calculate disproportionate impact.

	2005-2006, 2006-2007, 2007-2008 Scorecard Cohorts		Transfer (6-year)	
	N	%	N	%
Foster Youth	65	1.0%	16	0.8%
Non Foster Youth	6,150	99.0%	1,951	99.2%
Total	6,215	100.0%	1,967	100.0%

80% Index

	Cohort Count	Transfer Count	Transfer Rate	80% Index
Foster Youth	65	16	24.6%	0.776
Non Foster Youth	6,150	1,951	31.7%	1.000

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E1. Increase exposure to transfer options for disproportionately impacted populations.

ACTIVITIES: E. TRANSFER

E1.1 Organize week-long tour of college campuses.

• **Activity Type(s):**

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

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

ID	Target Group(s)	# of Students Affected
E1	Hispanic	24
E1	Economically Disadvantaged	15
E1	DSP&S	8

• **Activity Implementation Plan**

The Transfer Center will coordinate a week-long tour of Northern California college campuses. The tour will consist of visiting four UC's (Berkeley, Merced, Santa Barbara, and Santa Cruz) and three CSU's (Sacramento, San Francisco, and Fresno State). Approximately 45 students will be recruited to participate in the tour which will take place during Spring Break. On the tour, students will take a campus tour, receive a transfer admissions presentation, student services presentation, and visit academic departments. Week-long tours to Northern California campuses used to be organized by the Transfer Center until 2007; however, due to budget reductions the tours were eliminated. Student equity funds will be used to restore the week-long tour and offset the cost of two counseling staff, hotel, transportation, and food for students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E1	February 2016 to June 2016	\$20,629	\$200-General Fund

- **Link to Goal**

Increase transfer rates of Hispanic, economically disadvantaged, and DSP&S students to universities.

- **Evaluation**

Collect and measure data on the number of attendee’s week long tours representing disproportionately impacted populations. Measure student knowledge through a pre- and post-survey to gauge interest and knowledge about the transfer process. Responses will be used to plan future campus tours. Students will be tracked until transfer.

E1.2 Expand Friday Campus Tours.

- **Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
E1	Hispanic	108
E1	Economically Disadvantaged	100
E1	DSP&S	20

- **Activity Implementation Plan**

The Transfer Center will organize and provide six four-year university Friday Campus Tours for Citrus College students. The tours will focus on visiting Southern California campuses including USC, Cal Poly Pomona, UC Riverside, UCLA, UC Irvine and Cal State Long Beach. Each tour can accommodate up to 45 students and will take place on Fridays. Friday campus tours are promoted at various programs and services on campus including EOP&S, DSP&S, CalWORKS, Veterans Success Center, Foster and Kinship Care Education Center, and re-entry students. Campus visits include a campus tour, transfer admission presentation, presentation on available student services, housing, financial aid/scholarship resources, and a visit to academic departments. Student Equity funds will be used to expand the number of Friday tours from four to fourteen during the 2015-2016 school year.

ID	Timeline(s)	Student Equity Funds	Other Funds
E1	February 2016 to June 2018	\$9,235	\$210-General Fund

- **Link to Goal**

Increase the number of students from disproportionate populations to transfer. Students will feel less intimidated with the transfer process and motivated to transfer to a local CSU/UC campus.

- **Evaluation**

Measure student knowledge through a pre-and post-survey to gauge interest and knowledge about the transfer process. Responses will be used to plan future campus tours. Students will be tracked until transfer.

E1.3 Provide tutorial support for transfer courses with low completion rates.

- **Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
E1	Hispanic	180
E1	Economically Disadvantaged	100
E1	DSP&S	78

- **Activity Implementation Plan**

Tutors will be hired to provide tutoring support to transfer level courses with low completion rates. Tutors will be assigned to identified transfer-level in areas relevant to student needs. Tutoring will be available on a drop in basis for 4 hours per week, as well as 12 specialized workshops per school year.

ID	Timeline(s)	Student Equity Funds	Other Funds
E1	February 2016 to June 2018	\$3,300	\$0

- **Link to Goal**

Increase the number of students who attend tutorial support at the Learning Center.

- **Evaluation**

Collect and measure data on the number of Hispanic, Economically Disadvantaged and DSP&S students who earned A, B, C, P, IA, IB, IC, IPP divided by total number of courses Hispanic, Economically Disadvantaged, and DSP&S students are enrolled in.

E1.4 Increase Student Equity Related Professional Development for Transfer Center Coordinator.

- **Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
E1	Hispanic	236
E1	Economically Disadvantaged	160
E1	DSP&S	22

- **Activity Implementation Plan**

The Transfer Center Coordinator will participate in professional development seminars, workshops and/or conferences related to student equity to increase the number of disproportionately impacted groups served by the Transfer Center.

ID	Timeline(s)	Student Equity Funds	Other Funds
E1	February 2016 to June 2018	\$1,800	\$0

- **Link to Goal**

Increase the number of disproportionately impacted students served by the Transfer Center.

- **Evaluation**

Measure the attendance of professional development trainings for Transfer Center Coordinator.

GOAL E2. Increase awareness about how to complete a program of study including transfer.

ACTIVITIES: E. TRANSFER

E2.1 Conduct class visits by counselor to English and Math courses.

- **Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
E2	Hispanic	885
E2	African-American	60

- **Activity Implementation Plan**

Counselors will make visits to English 099, English 101, English 103 and Math 150 courses to share the importance of completing a comprehensive student education plan to assist students in their completion of study. The visits will be supported by SSSP funds.

ID	Timeline(s)	Student Equity Funds	Other Funds
E2	February 2016 to December 2018	\$0	\$720-SSSP

- **Link to Goal**

Increase the number of completed student education plans.

- **Evaluation**

Measure the number of student education plans completed by students who are transfer ready.

E2.2 Hire part-time Administrative Clerk to increase the number of contacts to disproportionately impacted groups.

- **Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
E2	Hispanic	252
E2	Economically Disadvantaged	300
E2	DSP&S	55

- **Activity Implementation Plan**

A part-time Administrative Clerk will be hired to support the Transfer Center to coordinate transfer activities, events, and communicate with disproportionately impacted students to participate in ongoing events. Currently, the Transfer Center has a Transfer Center Secretary and Transfer Center Coordinator who is also a counselor. To increase the amount of communication between the Transfer Center and disproportionately impacted groups, additional support staff is needed.

ID	Timeline(s)	Student Equity Funds	Other Funds
E2	February 2016 to December 2018	\$16,210	\$0

- **Link to Goal**

Increase the number of disproportionately impacted students served by the Transfer Center.

- **Evaluation**

The Transfer Center will submit the year-end report for the 2015-16 academic year, to demonstrate the number of student contact in the Transfer Center, number of students who participated in Friday campus visits, etc.

E2.3 Transfer workshops for disproportionately impacted groups will be expanded during the fall and spring semesters.

- **Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
E2	Hispanic	144
E2	DSP&S	35
E2	Economically Disadvantaged	200

- **Activity Implementation Plan**

During the fall and spring semesters, the Transfer Center will expand the number of transfer workshops from six to twelve workshops to target disproportionately impacted groups. The workshops introduce topics such as transferring to a CSU or UC, associate’s degree for transfer and TAG information. The additional workshops will be promoted to students through their instructors (via Academic Senate), flyers posted around campus, classroom visits by counselors, Transfer Center website and other support service programs such as the Veterans Success Center, DSP&S, Foster Care Center, and EOP&S.

ID	Timeline(s)	Student Equity Funds	Other Funds
E2	February 2016 to December 2018	\$2,250	\$0

- **Link to Goal**

Increase the number of student transfers and earned Associate’s Degree for Transfer (ADT) for disproportionately impacted groups.

- ***Evaluation***

The Transfer Center will conduct an evaluation at the conclusion of each workshop to students. Students will be asked how the workshop helped them understand the intricacies of the transfer process, understanding the traditional associate degree vs. the associate degree for transfer. Student evaluations will be conducted during March and April of spring semester and September and October of fall semester. Review will take place in May of spring semester workshops and November of fall semester workshops.

Other College-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

GOAL: F1. Enhance current services and faculty development opportunities which contribute to student success.

F1.1 Faculty Learning Institute (FLI) to coordinate campus wide presentations, workshops, seminars for faculty and staff to engage in open dialogue pertaining to serving disproportionate populations.

- **Indicators/Goals to be affected by the activity:**

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

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
F1	Hispanic	7,816
F1	African-American	582
F1	DSP&S	657

- **Activity Implementation Plan**

The Faculty Learning Institute (FLI) was designed to support full-time faculty with staff development activities such as attending conferences, coordinating FLEX Day and securing guest speakers. Due to limited funding, FLI has primarily supported faculty attendance at conferences and coordinated FLEX Day activities. With Student Equity funds, FLI will launch a new speaker series

that will be held monthly during the fall and spring semesters, expand FLEX Day activities, coordinate campus wide presentations to lead discussions related to student equity, and support attendance of staff and faculty to conferences and workshops related to teaching to students from diverse cultural and economic backgrounds.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F1	January 2016-June 2017	\$96,500	\$16,000-General Fund

- **Link to Goal**

Increase the number of professional development opportunities relating to student equity.

- **Evaluation**

Collect and measure data on the number of faculty attending workshops centered on student equity.

F1.2 Create professional development curriculum for new full time and adjunct faculty.

- **Indicators/Goals to be affected by the activity:**

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

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
F1	Hispanic	7,816
F1	African-American	582
F1	DSP&S	657

- **Activity Implementation Plan**

Develop a new curriculum based professional development program for new tenure-track full time and part-time adjunct faculty. The program will be offered monthly during the fall and spring semesters on Fridays during the lunch hour. The program will address common themes faced by new and adjunct faculty such as classroom management, teaching special populations, student equity, improving delivery of course content, transitioning from part-time to full-time status, and other relevant themes driven by feedback from the new faculty. Mentors will be selected from the ranks of emeritus and senior faculty. Periodically, they will perform classroom observations and meet individually with adjuncts and new faculty to coach them. Opportunities for regular interaction between full-time and adjunct faculty will be emphasized to create a sense of camaraderie and sense of belonging for all faculty. This program will be instrumental in preparing Citrus College faculty to better meet the needs of diverse student populations.

ID	Timeline(s)	Student Equity Funds	Other Funds
F1	January 2016-December 2018	\$35,000	\$0

- **Link to Goal**

Student success rates of disproportionately impacted groups will increase over time as new and adjunct faculty complete the professional development program.

- **Evaluation**

Collect and measure data on faculty who attend and complete the professional development program.

GOAL: F2. Develop an infrastructure for the Institute for Completion (IFC) program, cultivating community relations, creating processes and documents aligned with the goals of the Institute for Completion.

F2.1

Indicators/Goals to be affected by the activity:

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

• *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
F2	Hispanic	7,816
F2	African-American	582
F2	Economically Disadvantaged	353

• *Activity Implementation Plan*

Develop time-lines for strengthening student completion pathways through student equity. Develop a flow chart demonstrating the Institute for Completion (IFC) mission and the four primary components professional development, innovative strategies, resource development and research; necessary to work collaboratively for optimal effectiveness. Develop innovative intervention strategies to encourage students to complete and enhance an equitable learning environment. Research a completion gap analysis and develop a response to the gaps identified with references cited. Develop a series of Research Briefs to coordinate with IFC activities, post on website and widely disseminate paper copies strategically across campus. Develop an Institute for Completion webpage on the college website to disseminate Institute for Completion information. Recognize

students who successfully complete transfer and/or graduation through the Citrus Stories campaign as a result of student equity. Collaborate with the Faculty Learning Institute (FLI) and the Academic Senate.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F2	Fall 2015-Fall 2020	\$218,431	\$0

• **Link to Goal**

Identify research driven models and strategies to increase completion among disproportionately impacted populations.

• **Evaluation**

Review of experimental implementation, intervention and equated comparison groups, project objectives, data collection and statistical analysis in monthly meetings.

GOAL: F3. Provide access to course textbooks for disproportionate populations.

F3.1. Hire part-time Library Media Technician I to acquire, catalog, process and checkout expanded reserve book collection.

Indicators/Goals to be affected by the activity:

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

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
F3	Hispanic	7,816
F3	African-American	582
F3	Foster Youth	95

• **Activity Implementation Plan**

A Library Media Technician I will be hired to expand the textbook reserve catalog. This position will also be responsible for acquiring, cataloging, processing and checking out reserve texts to students. The library plans to purchase additional textbooks for the reserve collection based on several indicators including feedback and recommendations from faculty and staff, reserve textbooks in high circulation, and cost of the text.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F3	Fall 2015-Fall 2020	\$20,000	\$0

• **Link to Goal**

Hire Library Media Technician and order textbooks for reserve collection.

• **Evaluation**

Collect data from the number of checkouts by disproportionately impacted groups.

GOAL: F4. Pertinent data and analysis of the Student Equity Plan.

F4.1. Provide research and evaluation of Student Equity Plan.

Indicators/Goals to be affected by the activity:

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

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
F4	Hispanic	7,816
F4	African-American	582
F4	Foster Youth	95
F4	DSP&S	100
F4	Economically Disadvantaged	300

- **Activity Implementation Plan**

Student Equity funds will be used to fund 61% of a research analyst position. The research analyst will be responsible for collecting and measuring data of the overall Student Equity Plan and providing findings to the college. Data will be used to inform the college in measuring the impact of Student Equity funds to identified disproportionately impacted populations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F4	Fall 2015-Fall 2020	\$52,000	\$ 45,912-STEM Grant

- **Link to Goal**

Impact of Student Equity Plan will be measured.

- **Evaluation**

The evaluation of goals and activities will be conducted on an on-going basis through quantitative and qualitative data collected from various sources.

Summary Budget

2015-16 Student Equity Plan Summary Budget
Citrus CCD
CitrusCollege

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 1,153,750

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level \$ -

Part II: 2015-16 Planned Student Equity Expenditures \$ 1,153,750

Balance 2015-16 College Student Equity Allocation \$ -

2014-15 Student Equity Plan Summary Budget.

Part I: Funding

Specific Entry Instructions

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
 - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
 - + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - If the balance is negative, then the planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments.

The Summary Budget cannot be submitted if balance is negative.

2015-16 Student Equity Plan Summary Budget
Citrus CCD
Citrus College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
1000	Academic Salaries: Position Title(s)	# of Hours										
	English Faculty Stipend (Curriculum)	70.00	C1	\$ -	\$ -	\$ -	\$ 3,500	\$ -	\$ -	\$ -	3,500	
	Math Faculty Stipend (Curriculum)	70.00	C1	\$ -	\$ -	\$ -	\$ 3,500	\$ -	\$ -	\$ -	3,500	
	Math Faculty Stipend (Accelerated)	70.00	C1	\$ -	\$ -	\$ -	\$ 3,500	\$ -	\$ -	\$ -	3,500	
	Part Time Librarian (Basic Skills)	20.00	C1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,000	\$ -	22,000	
	Library Faculty Stipend (Tutorials)	40.00	C2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,000	\$ -	8,000	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Subtotal		\$ -	\$ -	\$ -	\$ 10,500	\$ -	\$ 30,000	\$ -	\$ 40,500		
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Completion Coaches (3) IWCC	120.00	A1	\$ 180,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	180,000
	Library Media Tech I	20.00	F3	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,000
	Foster Youth Education Advisor	40.00	B1	\$ -	\$ 49,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	49,000
	Embedded Tutors (Foster Youth)	20.00	B1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,260	\$ -	2,260
	Tutors (Learning Center)	20.00	B2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,524	\$ -	3,524
	Embedded Tutors (Math 29)	20.00	C1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,844	\$ -	4,844
	Tutors (Study Groups-Non Basic Skills)	20.00	C1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,320	\$ -	12,320
	Tutors (English/Math)	20.00	C1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 54,127	\$ -	54,127
	Tutors (ESL Tutorial Support)	20.00	C3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,580	\$ -	8,580
	Lab Supervisors (Summer Intensive)	20.00	C4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,200	\$ -	7,200
	Tutors (Drop in Tutoring)	20.00	D1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 42,680	\$ -	42,680
	Research Analyst	20.00	F4	\$ -	\$ -	\$ 52,000	\$ -	\$ -	\$ -	\$ -	\$ -	52,000
	Completion Coaches (3)	120.00	D1	\$ -	\$ 180,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	180,000
	PT Admin Clerk (Transfer Center)	20.00	E2	\$ -	\$ 16,210	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	16,210
Tutorial Support (Transfer Course)	20.00	E1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,300	\$ -	3,300	

2015-16 Student Equity Plan Summary Budget
Citrus CCD
Citrus College

Part II: Planned Student Equity (SE) Expenditures

IFC Director and Support Staff		F2	\$ -	\$ -	\$ 214,000	\$ -	\$ -	\$ -	\$ -	\$ -	214,000
Subtotal			\$ 180,000	\$ 255,210	\$ 266,000	\$ -	\$ -	\$ -	\$ 138,835	\$ -	\$ 840,045

2015-16 Student Equity Plan Summary Budget
Citrus CCD
Citrus College

Part II: Planned Student Equity (SE) Expenditures

FLI Professional Development	F1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 86,500	\$ -	\$ -	86,500
Subtotal		\$ 8,000	\$ 31,664	\$ -	\$ -		\$ 163,300	\$ -	\$ -	\$ 202,964

2015-16 Student Equity Plan Summary Budget
Citrus CCD
Citrus College

Part II: Planned Student Equity (SE) Expenditures

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Library Books for Reserve Collection	E3	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total			\$ 208,931	\$ 321,624	\$ 266,000	\$ -	\$ 10,500	\$ 173,300	\$ 173,335	\$ -	\$ 1,153,750

2015-16 Student Equity Plan Summary Budget
Citrus CCD
Citrus College

Part II: Planned Student Equity (SE) Expenditures

**Student Equity Plan 2015-16 Budget
Part II: Planned SE Expenditures
Other Instructions**

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>.

Eligible expenditures:

Ineligible Expenditures:

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

Summary Evaluation

EVALUATION SCHEDULE AND PROCESS

The evaluation of goals and activities will be conducted on an on-going basis through quantitative and qualitative data collected from various sources. These sources may include course enrollment and grades from local databases, outreach activities and early alert from a tracking module, external databases (e.g., National Student Clearinghouse, CCCCO Data Mart, etc.), and survey data from faculty, staff, and students. The evaluation plan for each goal is outlined in the table below. The Student Equity Plan committee, as well as faculty and staff who are involved in the implementation of the plan, will be informed of the results of evaluation. An internal evaluation team will comprise a sub-committee of the larger Student Equity Plan committee and will meet regularly to review the results of evaluation to guide practice. The internal sub-committee meetings will be used to make changes to implementation after reviewing the results of interim evaluation(s).

	Goals	Evaluation Schedule and Process
A.1	Increase access to <i>I Will Complete College</i> initiative by 2% per year through 2018-2019.	Data will be collected, analyzed, and monitored regarding the frequency count of students enrolling in the <i>I Will Complete College</i> initiative.
A.2	Increase matriculation from area high schools of historically underrepresented student populations (Hispanic, African-American and foster youth) through exposure to on-campus summer programs.	Collect and measure data on the number of feeder district students entering Citrus College representing Hispanic, African-American, and foster youth populations.
B.1	Increase overall course completion rates by 6% among foster youth by 2020.	Foster youth students who participate in advising and tutoring programs will be tracked. Foster youth course completion rates will be measured every fall and spring semester.
B.2	Increase overall course completion rates among African-American students by 2% per year.	African American students' usage of learning center services will be tracked. Course completion rates will be measured every fall and spring semester.
B.3	Enhance current services and faculty development opportunities which contribute to course completion.	Collect and measure data on the number of faculty attending workshops centered on course completion. A faculty survey will be designed and implemented to measure the impact of the FLI programs.
C.1	Develop and implement accelerated sequence of Basic Skills courses.	Measure course completion for English courses with and without dedicated tutors every fall and spring semester. Compare course completion rates between students participating in accelerated sequence and students not participating in accelerated sequence for every fall and spring semester.

C.2	Hispanic, African-American and DSP&S students Basic Skills completion increases by 2%.	Hispanic, African-American and DSP&S enrollment in Early Decision will be tracked. Course completion rates in Basic Skills will be measured every fall and spring semester.
C.3	Increase course completion by 2% for credit ESL courses.	ESL students who participate in tutoring services will be tracked. ESL course completion rates will be measured every fall and spring semester.
C.4	Develop summer college preparatory program to prepare incoming students that place in English 098/099 and/or Math 020/029.	Measure course completion in English 098/099 and Math 020/029 for students who do and do not participate in the summer college preparatory program.
D.1	Hispanic and African-American students degree & certificate completion increases by 2%.	Measure the number of Hispanic and African-American students who either earned an AA/AS/CERT, became transfer prepared, or transferred to 4-year institution divided by the number of first time students who enrolled in the base year with the goal of obtaining a certificate or degree.
E.1	Increase exposure to transfer options for disproportionately impacted populations.	Collect and measure data on the number of attendees in week long tours representing disproportionately impacted populations.
E.2	Increase Transfer Center awareness through staff development and training.	Collect and measure data on the level of awareness in the Transfer Center through survey.
E.3	Increase the number of contacts by 2% in the Transfer Center.	Collect and measure data on the number of contacts made by the Transfer Center.