

2019-22 Student Equity Plan

(For Planning Purposes Only)

1. In the chart below the three-year goal for each metric based on data for the college’s overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<p>Access: Successful Enrollment</p>	<p>2017-18: 43%</p> <p>Out of 39,339 total Citrus College applicants between 2016-2018, 43% (N=16,807) enrolled at Citrus in 2017-2018.</p>	<p>Increase of 1% (393 enrollees)</p>	<ol style="list-style-type: none"> 1. The Admissions and Records office will call students who have applied but have not registered for classes after the 3rd week of the term (Strategic Plan Focus Areas – Enrollment, Student Support – Strategies 2.2). 2. The Admissions and Records office will implement the CCC MyPath toolkit website that allows students to continue onboarding activities after submitting their application. Activities will include applying for financial aid and instruction on how to request a copy of the student’s welcome letter (<i>Strategic Plan Focus Area – Student Support – Strategy 5.1</i>). 3. The Admissions and Records office will increase CCC-Apply applications uploads to three times a day from the current two times a day (<i>Strategic Plan Focus Area – Student Support – Strategy 2.2</i>). 4. The Admissions and Records Office will send lists of recent applicants who expressed an interest in specific support programs to those programs. Student support programs will contact their list of prospective students and provide them information on how to access services within their programs (<i>Strategic Plan Focus Area – Student Support – Strategies 5.3</i>). 5. Technology and Computer Services (TeCS) staff will send email and text reminders to register. The message will contain the hotline number for assistance (<i>Strategic Plan Focus Area – Student Support – Strategy 5.6</i>). 6. The Admissions and Records Office will survey applicants who did not enroll in classes to identify solutions to help prospective students complete the onboarding process (<i>Strategic Plan Focus Area – Student Support – Strategies 5.2</i>).

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<p>Retention: Fall to Spring</p>	<p>2017-18: 70%</p> <p>Out of 13,473 students enrolled in Fall 2017, 70% (N=9,411) returned in Spring 2018.</p>	<p>Increase of 1% (135 students)</p> <p>Strategic Plan Objective #5</p>	<p>Professional Development:</p> <ol style="list-style-type: none"> 1. The Faculty Learning Institute (FLI) and the Classified Staff Development Committee will offer at least four workshops to faculty and staff focused on strategies for working with a diverse student and employee population (<i>Strategic Plan Focus Area - Diversity and Equity - Strategy 9.3</i>). 2. The Institute for Completion will continue to offer professional development focused on effective student-centered teaching strategies (<i>Strategic Plan Focus Area - Diversity and Equity - Strategy 9.4</i>). 3. The Student Life and Leadership Development (SLLD) office will offer sensitivity training to increase awareness of the transgender community, and “Dialogue Days” for faculty to come together and have open discussion about inclusion, diversity, and equity (<i>Strategic Plan Focus Area – Diversity and Equity – Strategies 9.2</i>). <p>Curriculum:</p> <ol style="list-style-type: none"> 1. The Guided Pathways Instructional Methods design team will continue to identify models of exemplary pedagogy, including growth mindset, productive struggle, and contextualized learning, and will make recommendations to the Faculty Learning Institute and Institute for Completion for professional development workshops on these topics (<i>Strategic Plan Focus Area - Instructional Quality – Strategy 3.2</i>). 2. The dean of social and behavioral sciences will expand course offerings in Ethnic Studies and Multiculturalism Studies (<i>Strategic Plan Focus Area - Diversity and Equity – Strategy 9.4</i>). 3. Social and Behavioral Sciences faculty will add new courses, including “Introduction to LGBTQ Studies,” developed in fall 2018, to the ADT in Social Justice Studies (<i>Strategic Plan Focus Areas - Instructional Quality – Strategy 3.1</i>). 4. The dean of social and behavioral sciences will schedule courses for the ADT in Social Justice Studies as well as ADTs focused on ethnic studies (<i>Strategic Plan Focus Area - Diversity and Equity – Strategy 9.4</i>).
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			<p>Campus Climate/Cultural Awareness Campaigns</p> <ol style="list-style-type: none"> 1. The dean of students, in collaboration with the SLLD office will coordinate efforts to: <ol style="list-style-type: none"> a. Create group/club-specific workshops dedicated to increasing awareness of group-specific resources and a sense of belonging; add visible links on college website/homepage for diversity/equity affirming programs, events, clubs and opportunities (<i>Strategic Plan Focus Area - Student Support - Strategy 5.6</i>). b. Provide leadership retreats for faculty advisors and student club leaders (<i>Strategic Plan Focus Area – Diversity and Equity – Strategy 9.3</i>). c. Host social justice and diversity week to celebrate cultures and multiple social identity groups (<i>Strategic Plan Focus Area – Diversity and Equity – Strategies 9.3</i>). 2. The library will feature books, articles and works of art that address social identity group awareness throughout the academic year (<i>Strategic Plan Focus Area – Diversity and Equity – Strategy 9.3</i>). <p>Student Support</p> <ol style="list-style-type: none"> 1. I Will Complete College (IWCC) coaches will provide on-going guidance to first-time, full-time students participating in IWCC and the Promise Program. (<i>Strategic Plan Focus Area – Student Support - Strategies 5.3</i>).
<p>Transfer to a four-year institution</p>	<p>2016-17: 1,468</p> <p>There were 1,468 students who transferred to a four-year institution in 2016-2017.</p>	<p>Increase of 2% (29 students)</p> <p>Strategic Plan Objective #12</p>	<ol style="list-style-type: none"> 1. Academic deans will increase fast-track evening and online degree program offerings that serve to minimize time to completion and transfer (<i>Strategic Plan Focus Area – Enrollment – Strategy 2.1</i>). 2. The Financial Aid office will develop a series of financial aid workshops including How to Pay for College, Research Scholarships, and How to Understand My Financial Aid Award Letter (<i>Strategic Plan Focus Area – Student Support – Strategies 5.3</i>). 3. The Career Transfer Center (CTC) staff will create transfer activities with a focus on the UC as an attainable transfer goal for students, including information about the Blue and Gold Opportunity Program, the Transfer Admission Guarantee (TAG)

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			<p>Program, and Transfer Alliance Program (TAP) (<i>Strategic Plan Focus Area – Student Support – Strategy 5.5</i>).</p> <ol style="list-style-type: none"> 4. CTC staff will expand university college tours in California to increase student awareness and connect students with resources and programs early in their educational journey (<i>Strategic Plan Focus Area – Student Support – Strategy 5.5</i>). 5. CTC staff will offer a Transfer Conference for Citrus College students to provide a holistic overview of transfer and connect students with on and off-campus resources (<i>Strategic Plan Focus Area – Student Support – Strategy 5.5</i>). 6. CTC counselors will increase the offerings of Transfer 101 presentations in classrooms and student clubs (<i>Strategic Plan Focus Area – Student Support – Strategy 5.5</i>). 7. Counselors will continue to develop and increase awareness about the benefits of earning an ADT through orientations, classroom presentations and in counseling sessions (<i>Strategic Plan Focus Area – Student Support – Strategy 5.4</i>).
<p>Completion of transfer level math and English (2017-18)</p>	<p>2017-18: 10% Out of 2,831 first-time students in 2017- 2018, 10% (N=293) completed both transfer-level math and English in 2017-2018.</p>	<p>Increase of 2% (57 students)</p>	<ol style="list-style-type: none"> 1. English and math faculty will continue to implement and monitor AB 705 curricular changes, and the Writing Center and STEM Center will ensure students are supported by embedded tutors and study sessions that enhance classroom instruction (<i>Strategic Plan Focus Area – Instructional Quality - Strategy 3.1</i>). 2. Math faculty will participate in ongoing community of practice (COP) groups in support of AB705 courses (<i>Strategic Plan Focus Area – Instructional Quality – Strategy 3.3</i>). 3. English and math faculty will participate in strategic on- and off-campus professional development in support of AB705 curricular changes (<i>Strategic Plan Focus Area – Instructional Quality – Strategy 3.3</i>). 4. Counselors will stress the importance for first year students to take their English and math courses in their first year at Citrus College (<i>Strategic Plan Focus Areas – Preparedness, Instructional Quality - Strategies 1.2</i>). 5. The Office of Institutional Research, Planning and Effectiveness (IRPE) will provide the dean of mathematics and the dean of language arts AB705 course throughput

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			data following each term to inform potential course and support modifications or enhancements (<i>Strategic Plan Focus Area – Enrollment – Strategy 2.1</i>).
Attained the Vision Goal completion	<p>2017-18: 1,832</p> <p>There were 1,832 students who earned a Chancellor's Office approved certificate and/or associate degree. This count is unduplicated.</p>	<p>Increase of 1% (18 students)</p> <p>Strategic Plan Objective #10 and #11</p>	<ol style="list-style-type: none"> 1. The dean of counseling will email students who have not completed a comprehensive student educational plan but who have completed 30 units urging them to see a counselor (<i>Strategic Plan Focus Area – Student Support – Strategies 5.3</i>). 2. The dean of the counseling will notify students who may be on track to complete a certificate, degree, or transfer requirements each semester to encourage them to fill out a graduation application (<i>Strategic Plan Focus Area – Student Support – Strategies 5.3</i>). 3. The director of student support will expand northern and southern California university tours. Discussions about completing a degree or certificate will be part of the program (<i>Strategic Plan Focus Area – Student Support – Strategies 5.2</i>). 4. Respective student support programs will ensure that all students participating in the Citrus College Promise Program complete a comprehensive Student Educational Plan (SEP) by June of their first year in the program (<i>Strategic Plan Focus Area – Preparedness – Strategy 1.1</i>). 5. Division deans will work with the IRPE office to review existing course sequencing patterns, identify gaps in these patterns, and modify or create new patterns that would reduce the time to completion and increase the number of awards granted. IRPE will develop a multi-year study to determine the effectiveness of the sequencing patterns. These patterns will assist students in completing a degree or certificate (<i>Strategic Plan Focus Area – Enrollment - Strategy 2.1</i>). 6. Division deans will work with the IRPE office to analyze unit loads, success and retention rates, and student progression in the Citrus College Promise Program which will allow Promise Program staff to address needs and continuously improve program outcomes for participating students (<i>Strategic Plan Focus Area – Enrollment - Strategy 2.2</i>). 7. The Veteran’s Success Center director will implement activities and interventions that remove barriers that veteran students face transitioning to civilian life and successfully complete their academic goals (<i>Strategic Plan Focus Areas – Preparedness, Student Support – Strategies 5.4</i>).

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2. In the chart below enter the three-year goal for **each student equity population** shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Metric	<p style="text-align: center;">Current Baseline Data for Disproportionately Impacted Student Population</p> <p style="text-align: center;"><i>NOTE: Only disproportionately impacted groups are included</i></p>	<p style="text-align: center;">Goals for Disproportionately Impacted Student Population</p>	<p style="text-align: center;">Activities that support the goal</p>
<p>Access: Successful Enrollment</p> <p>Overall rate for 2017-18: 43%</p>	<p>2017-18</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • Female x Asian: 39% • Female x Black/African-American: 35% • Female x Filipino: 37% • Female x Native Hawaiian/Pacific Islander: 30% • Female x Some other race: 31% • Female x White: 38% • Female x Foster Youth: 38% • Female x LGBTQ: 38% <p>Male x subgroup</p> <ul style="list-style-type: none"> • Male x Native Hawaiian/ Pacific Islander: 30% • Male x Some other race: 26% • Male x Foster Youth: 28% • Male x LGBTQ: 37% 	<p># of students needed to reach goal of 1% for DI populations:</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • 22 Female x Asian • 15 Female x Black/ African-American • 8 Female x Filipino • 1 Female x Native Hawaiian/Pacific Islander • 1 Female x Some other race • 36 Female x White • 6 Female x Foster Youth • 12 Female x LGBTQ <p>Male x subgroup</p> <ul style="list-style-type: none"> • 1 Male x Native Hawaiian/Pacific Islander • 1 Male x Some other race • 5 Male x Foster Youth • 7 Male x LGBTQ 	<ol style="list-style-type: none"> 1. The Admissions and Records office will call students who have applied but have not registered for classes after the 3rd week of the term. The calls will be prioritized based on disproportionately impacted populations (<i>Strategic Plan Focus Areas – Enrollment, Student Support – Strategies 2.2</i>). 2. The Admissions and Records office will implement the CCC MyPath website that allows students to continue onboarding activities after submitting their application. Activities would include applying for financial aid and instruction on how to request a copy of the student’s welcome letter (<i>Strategic Plan Focus Area – Student Support – Strategy 5.1</i>). 3. The Admissions and Records office will send lists of recent applicants who expressed an interest in specific support programs to those programs for all DI populations. Student support programs will reach out to their list of prospective students and provide them information on how to access services within their programs. (<i>Strategic Plan Focus Area – Student Support – Strategies 5.3</i>). 4. Technology and Computer Services (TeCs) staff will send email and text reminders to register for students in the DI groups. The message will contain the hotline number for

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			<p>assistance (<i>Strategic Plan Focus Area – Student Support – Strategy 5.6</i>).</p> <p>5. The Admissions and Records office will survey applicants who did not enroll in classes to identify solutions to complete the onboarding process for each of the DI populations (<i>Strategic Plan Focus Area – Student Support – Strategies 5.2</i>).</p>
<p>Retention: Fall to Spring</p> <p>Overall rate for 2017-18: 70%</p>	<p>2017-18</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • Female x Black/African-American: 59% • Female x Foster Youth: 57% • Female x LGBTQ: 63% <p>Male x subgroup</p> <ul style="list-style-type: none"> • Male x Black/African-American: 60% • Male x White: 66% • Male x Foster Youth: 56% 	<p># of students needed to reach goal of 1% for DI populations:</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • 2 Female x Black/African-American • 1 Female x Foster Youth • 2 Female x LGBTQ <p>Male x subgroup</p> <ul style="list-style-type: none"> • 3 Male x Black/ African-American • 10 Male x White • 1 Male x Foster Youth 	<p>Professional Development:</p> <ol style="list-style-type: none"> 1. The Faculty Learning Institute (FLI) and the Classified Staff Development Committee will offer at least four workshops to faculty and staff focused on strategies for working with a diverse student and employee population (<i>Strategic Plan Focus Area - Diversity and Equity - Strategy 9.3</i>). 2. The Institute for Completion will offer professional development focused on effective student-centered teaching strategies including culturally responsive pedagogy and universal design for learning (UDL) (<i>Strategic Plan Focus Areas - Diversity and Equity - Strategy 9.4</i>). 3. The Student Life and Leadership Development (SLLD) office will offer ally training to increase awareness of the LGBTQ community for employees and students to come together and have open discussion about inclusion, diversity, and equity as it relates to the LGBTQ community (<i>Strategic Plan Focus Area – Diversity and Equity – Strategies 9.2</i>). 4. The Institute for Completion will host an annual series of equity conversations to increase faculty and staff awareness of and competence in working with students in disproportionately impacted groups (<i>Strategic Plan Focus Area – Diversity and Equity - Strategy 9.3</i>).

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			<p>Curriculum:</p> <ol style="list-style-type: none">1. The Guided Pathways Instructional Methods design team will continue to identify models of exemplary pedagogy, including growth mindset, productive struggle, and contextualized learning, and will make recommendations to the Faculty Learning Institute and Institute for Completion for professional development workshops on these topics (<i>Strategic Plan Focus Area - Instructional Quality – Strategy 3.2</i>).2. The dean of social and behavioral sciences will expand course offerings in Ethnic Studies and Multiculturalism Studies (<i>Strategic Plan Focus Area - Diversity and Equity – Strategy 9.4</i>).3. Social and Behavioral Sciences faculty will add new courses including “Introduction to LGBTQ Studies,” developed in Fall 2018, to the ADT in Social Justice Studies (<i>Strategic Plan Focus Area - Instructional Quality – Strategy 3.1</i>).4. The dean of social and behavioral sciences will schedule courses for the ADT in Social Justice Studies as well as ADTs focused on ethnic studies (<i>Strategic Plan Focus Areas - Diversity and Equity – Strategy 9.4</i>). <p>Campus Climate/Cultural Awareness Campaigns</p> <ol style="list-style-type: none">1. The dean of students, in collaboration with the SLLD office will coordinate efforts to:<ol style="list-style-type: none">a. Create group/club-specific workshops dedicated to increasing awareness of group-specific resources and a sense of belonging; add visible links on college website/homepage for diversity/equity affirming programs, events, clubs
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			<p>and opportunities (<i>Strategic Plan Focus Area - Student Support - Strategy 5.6</i>).</p> <ol style="list-style-type: none"> b. Provide leadership retreats for faculty advisors and student club leaders (<i>Strategic Plan Focus Area – Diversity and Equity – Strategy 9.3</i>). c. Host social justice and diversity week to celebrate cultures and multiple social identity groups (<i>Strategic Plan Focus Area – Diversity and Equity – Strategy 9.3</i>). <ol style="list-style-type: none"> 2. The library will feature books, articles and works of art that address social identity group awareness throughout the academic year (<i>Strategic Plan Focus Area – Diversity and Equity – Strategy 9.3</i>). <p>Student Support</p> <ol style="list-style-type: none"> 1. I Will Complete College (IWCC) completion coaches will provide on-going guidance to first-time, full-time students participating in IWCC and the Citrus College Promise Program. (<i>Strategic Plan Focus Area – Student Support – Strategies 5.3</i>). 2. Financial Aid will provide targeted outreach to Foster Youth to ensure students have access to all available financial resources (<i>Strategic Plan Focus Area – Student Support – Strategy 5.2</i>).
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<p><i>Transfer to a four-year institution</i></p> <p>Overall volume for 2016-17: 1,468</p>	<p>2016-17</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • Female x American Indian/Alaska Native: 0 • Female x Disabled: 47 	<p># of students needed to reach goal of 2% for DI populations:</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • 1 Female x American Indian/Alaska Native • 1 Female x Disabled 	<ol style="list-style-type: none"> 1. Academic deans will increase fast-track evening and online degree program offerings that serve to minimize time to completion and transfer (<i>Strategic Plan Focus Area – Enrollment – Strategy 2.1</i>). 2. The Financial Aid office will develop and offer a series of financial aid workshops including How to Pay for College,
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	<ul style="list-style-type: none"> • Female x More than one race: 15 • Female x LGBTQ: 11 <p>Male x subgroup</p> <ul style="list-style-type: none"> • Male x Disabled: 31 • Male x Native Hawaiian/Pacific Islander: 0 • Male x Foster Youth: 3 	<ul style="list-style-type: none"> • 1 Female x More than one race • 1 Female x LGBTQ <p>Male x subgroup</p> <ul style="list-style-type: none"> • 1 Male x Disabled • 1 Male x Native Hawaiian/Pacific Islander • 1 Male x Foster Youth 	<p>Research Scholarships, How to Understand My Financial Aid Award Letter, and Understanding the Cal Grant Transfer Entitlement Program (<i>Strategic Plan Focus Area – Student Support – Strategies 5.3</i>).</p> <ol style="list-style-type: none"> 3. Career Transfer Center (CTC) staff will create transfer activities with a focus on UC as an attainable transfer goal for students, including information about the Blue and Gold Opportunity Program, the Transfer Admission Guarantee (TAG) Program, and Transfer Alliance Program (TAP) (<i>Strategic Plan Focus Area – Student Support – Strategy 5.5</i>). 4. CTC staff will expand university college tours in California to increase student awareness and connect students with resources and programs early in their educational journey (<i>Strategic Plan Focus Area – Student Support – Strategy 5.5</i>). 5. CTC staff will offer a Transfer Conference for Citrus College students to provide a holistic overview of transfer and connect students with on and off-campus resources. CTC counselors will outreach to Foster Kinship Resource Program (FKRP) and Disabled Students Program and Services (DSPS) offices to ensure student representation at the conference. (<i>Strategic Plan Focus Area – Student Support – Strategy 5.5</i>). 6. CTC counselors will increase the offerings of Transfer 101 presentations in classrooms, student clubs, and the FKRP and DSPS centers (<i>Strategic Plan Focus Area – Student Support – Strategy 5.5</i>).
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			<ol style="list-style-type: none"> 7. Counselors will continue to develop and increase awareness about the benefits of earning an ADT (<i>Strategic Plan Focus Area – Student Support – Strategy 5.4</i>). 8. CTC staff will host an informational booth at the Student Resource Fair in fall and spring to ensure students are aware of the resources available in the CTC to help with the transfer process. Additionally, print materials will be made available in FKRPs and DSPS (<i>Strategic Plan Focus Area – Student Support – Strategy 5.5</i>).
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<p>Completion of transfer level math and English (2017-2018)</p> <p>Overall rate for 2017-18: 10%</p>	<p>2017-18</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • Female x Disabled: 3% • Female x Black/African-American: 0% <p>Male x subgroup</p> <ul style="list-style-type: none"> • Male x Disabled: 4% • Male x Black/African-American: 2% • Male x Hispanic/Latino: 8% • Male x Foster Youth 0% 	<p># of students needed to reach goal of 2% for DI populations:</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • 1 Female x Disabled • 1 Female x Black/African-American <p>Male x subgroup</p> <ul style="list-style-type: none"> • 1 Male x Disabled • 2 Male x Black/African-American • 19 Male x Hispanic/Latino • 1 Male x Foster Youth 	<ol style="list-style-type: none"> 1. English and math faculty will continue to implement and monitor AB 705 curricular changes, and the Writing Center and STEM Center will ensure students are supported by embedded tutors and study sessions that enhance classroom instruction for disproportionately impacted students. (<i>Strategic Plan Focus Areas – Instructional Quality - Strategy 3.2</i>). 2. Math faculty will participate in ongoing community of practice (COP) groups in support of AB705 courses with specific focus on increasing success among DI group students (<i>Strategic Plan Focus Area- Instructional Quality – Strategy 3.2</i>). 3. English and math faculty will participate in strategic on- and off-campus professional development in support of AB705 curricular changes (<i>Strategic Plan Focus Area – Instructional Quality – Strategy 3.3</i>). 4. Counselors, in alignment with Guided Pathway roadmaps will encourage DI group students to take their English and math courses in their first year at Citrus College (<i>Strategic Plan Focus Areas – Preparedness, Instructional Quality - Strategies 1.2</i>).
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			<p>5. The Office of Institutional Research, Planning and Effectiveness (IRPE) will provide the dean of mathematics and the dean of language arts AB705 course throughput data, disaggregated by DI groups, following each term to inform potential course and support modifications or enhancements (<i>Strategic Plan Focus Area – Enrollment Quality – Strategy 2.1</i>).</p>
<p>Attained the Vision Goal completion</p> <p>Overall volume for 2017-18: 1,832</p>	<p>2017-18</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • Female x Black/African-American: 30 • Female x Native Hawaiian/Pacific Islander: 0 • Female x Some other race: 1 • Female x LGBTQ: 16 <p>Male x subgroup</p> <ul style="list-style-type: none"> • Male x Black/African-American: 20 • Male x Native Hawaiian/Pacific Islander: 1 • Male x Some other race: 2 • Male x Foster Youth: 2 • Male x LGBTQ: 15 	<p># of students needed to reach goal of 2% for DI populations:</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • 1 Female x Black/Af. Am. • 1 Female x N.H./Pacific Is. • 1 Female x Some other race • 1 Female x LGBTQ <p>Male x subgroup</p> <ul style="list-style-type: none"> • 1 Male x Black/ African-American • 1 Male x Native Hawaiian/ Pacific Islander • 1 Male x Some other race • 1 Male x Foster Youth • 1 Male x LGBTQ 	<ol style="list-style-type: none"> 1. The dean of social and behavioral sciences will offer sections of History of African-Americans 111 and 112, and Sociology 130 “Introduction to LGBTQ Studies” (<i>Strategic Plan Focus Areas – Enrollment – Strategy 2.1</i>). 2. The dean of social and behavioral sciences will seek to offer Sociology 130 at high schools interested in offering the course (<i>Strategic Plan Focus Areas – Enrollment, and Diversity and Equity – Strategies 2.1</i>). 3. The dean of mathematics and business, and the dean of natural, physical and health sciences will seek to provide STEM guest speakers in introductory courses with highly disproportionately impacted student enrollment such as History of African-Americans 111, 112 and Sociology 130. The dean of counseling will provide counselor visits to these classes to welcome and inform students about services (<i>Strategic Plan Focus Area – Enrollment – Strategy 2.5</i>). 4. The Student Life and Leadership Development office will offer ally training to increase awareness of the LGBTQ community for employees and students to come together and have open discussion about inclusion, diversity, and equity as it relates to the LGBTQ community (<i>Strategic Plan Focus Area – Diversity and Equity – Strategies 9.2</i>). 5. The director of the Institute for Completion will identify and disseminate additional research-based strategies to ensure

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			that DI group students meet the CCCCO Vision for Success Goals (<i>Strategic Plan Focus Area – Instructional Quality – Strategy 3.3</i>).
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3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

Every activity in this Student Equity plan is linked to the Citrus College Strategic Plan which has 18 measurable objectives, many of which directly align to the objectives in the Student Equity plan. Therefore, the Student Equity plan will follow the evaluation and reporting timeline used for the Strategic Plan.

The process for both plans will begin in early July when managers send their draft student equity activities to the assistant director (SEAP coordinator) for review and comment. Final versions of the planned activities will be presented to the college Steering Committee by mid-September, and then presented to the Board of Trustees by mid-October. A mid-year status update on the activities will be collected by the SEAP coordinator with results presented at a late February or early March Steering Committee meeting. The SEAP coordinator will collect end-of-the-year results to report at an early June Steering Committee meeting and then to the Board of Trustees at their June meeting.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

The dean of counseling programs and services will coordinate SEAP activities and funds. The assistant director, under the direction of the dean of counseling programs and services, will track the activities through interactions with the faculty and administrators who will be working on the activities each year. The assistant director will also collaborate with the EOP&S/CalWORKs/CARE director, Veteran's Success Center director, Foster Care Education supervisor, DSP&S coordinator, and campus based programs to assist with funding designed to improve student outcomes.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

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<https://www.citruscollege.edu/academics/sep/Pages/default.aspx>

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name Dr. Martha McDonald
Title Vice President, Student Services
Email Address MMcdonald@citruscollege.edu
Phone (626) 914-8532

Alternate Point of Contact:

Name Dr. Gerald Sequeira
Title Dean, Enrollment Services
Email Address GSequeira@citruscollege.edu
Phone (626) 914-8517

Approval and Signature Page

College: Citrus College

District: Citrus Community College District

Board of Trustees Approval Date: June 18, 2019






We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and

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Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

 _____ Superintendent/President	<u>6/13/19</u> Date	<u>GPerrri@citruscollege.edu</u> Email Address
 _____ Chief Business Officer	<u>6/13/19</u> Date	<u>CDain@citruscollege.edu</u> Email Address
 _____ Chief Instructional Officer	<u>6/12/2019</u> Date	<u>ASpor@citruscollege.edu</u> Email Address
 _____ Chief Student Services Officer	<u>6/12/2019</u> Date	<u>MMcdonald@citruscollege.edu</u> Email Address
 _____ President, Academic Senate	<u>6/13/2019</u> Date	<u>NShaw@citruscollege.edu</u> Email Address