



2019-2022 Equity Plan Executive Summary

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

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

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

The 2019-2022 Student Equity plan was developed by subgroups of faculty, staff, students, supervisors, and managers organized around each of the equity indicators. Together, each group developed goals for this plan that are aligned with the college's Strategic Plan. As such, considerable focus will be dedicated to ensuring successful integration and goal achievement. The district has an Annual Implementation Plan for Strategic Plan objectives and strategies which are assessed and reported to the Board of Trustees twice annually. This additional layer of accountability will engage the larger campus community in monitoring the success of activities outlined in the 2019-2022 Equity Plan.

SUMMARY VIEW OF DISPROPORTIONATELY IMPACTED (DI) STUDENT GROUPS

The California Community College Chancellor’s Office instructed colleges to utilize the Student Success Metrics (SSM) Dashboard as the source of data for the overall student population. As required, the college then utilized the Percentage Point Gap (PPG) and Proportionality Index (PI) methodologies for assessing disproportionate impact (DI) among each of the required subgroups. Table 1 provides a summary view of disproportionately impacted groups as identified for the 2019-2022 Student Equity and Achievement Plan.

Table 1: Summary of Disproportionate Impact for 2019-22 Student Equity Plan Metrics

Subgroups	Gender	Access	Retention	Completion of transfer-level math and English	Vision Goal Completion	Transfer
Ethnicity						
American Indian/ Alaska Native	Female	No	No	NA	No	Yes
	Male	No	No	NA	No	No
Asian	Female	Yes	No	No	No	No
	Male	No	No	No	No	No
Black/African-American	Female	Yes	Yes	Yes	Yes	No
	Male	No	Yes	Yes	Yes	No
Filipino	Female	Yes	No	No	No	No
	Male	No	No	No	No	No
Hispanic	Female	No	No	No	No	No
	Male	No	No	Yes	No	No
Native Hawaiian/ Pacific Islander	Female	Yes	NA	NA	Yes	NA
	Male	Yes	NA	NA	Yes	Yes
White Non-Hispanic	Female	Yes	No	No	No	No
	Male	No	Yes	No	No	No
Two or more races	Female	No	No	No	No	Yes
	Male	No	No	No	No	No
Some other race	Female	Yes	No	NA	Yes	No
	Male	Yes	No	NA	Yes	No
Other subgroups						
Disabled students	Female	No	No	Yes	No	Yes
	Male	No	No	Yes	No	Yes
Economically Disadvantaged	Female	No	No	No	No	No
	Male	No	No	No	No	No
Foster Youth	Female	Yes	Yes	No	No	No
	Male	Yes	Yes	Yes	Yes	Yes
LGBTQ	Female	Yes	Yes	No	Yes	Yes
	Male	Yes	No	No	Yes	No
Veterans	Female	No	No	NA	No	No
	Male	No	No	No	No	No

Yes: Disproportionate impact - The subgroup was identified as disproportionately impacted ($PPG < 0$ and $|PPG| \geq E$)

NA: Not Available – Data was suppressed if fewer than ten students attained the metric

No: No disproportionate impact

GOALS FOR DISPROPORTIONATELY IMPACTED STUDENT GROUPS

The summary table, above, provides a quick view of groups that have been identified as disproportionately impacted (DI) for each equity metric. Reviewing more detailed data provides the information necessary to set goals for each DI group and identify the number of students needed to reach the articulated goals. Table 2, below, provides the current baseline data for each DI group, the goal for each DI group by equity metric, and outlines how many students the activities must successfully impact in order to reach the stated goals. Important to note are the comparatively small number of students in each group that are needed to close the current gaps.

Table 2: Baseline Data and Goals for DI Student Populations

Equity Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population
<p>Access: Successful Enrollment</p> <p>Overall rate for 2017-18: 43%</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
<p>Retention: Fall to Spring</p> <p>Overall rate for 2017-18: 70%</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>Completion of transfer level math and English (2017-2018)</p> <p>Overall rate for 2017-18: 10%</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
<p>Attained the Vision Goal completion</p> <p>Overall volume for 2017-18: 1,832</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/ African-American 1 Female x Native Hawaiian/Pacific Islander 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
<p>Transfer to a four-year institution</p> <p>Overall volume for 2016-17: 1,468</p>	<p>Female x subgroup</p> <ul style="list-style-type: none"> Female x American Indian/Alaska Native: 0 Female x Disabled: 47 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 	<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 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

PLANNED ACTIVITIES TO ACHIEVE STUDENT EQUITY GOALS

Five workgroups, comprised of faculty, staff, supervisors and managers, were each assigned an equity metric and tasked with identifying goals and activities for both the overall student population as well as the DI groups. The workgroups reviewed the disaggregated data and reviewed current and past activities related to the equity metrics before outlining plans to address gaps for the disproportionately impacted student groups. All activities were mapped to the college’s Strategic Plan, as shown in the full Student Equity plan.

Table 3, below, provides a brief outline of the activities currently planned to achieve the student equity goals. A fuller description of each activity and the person or office responsible for ensuring the activities are completed can be seen in the full Student Equity plan.

The college views the work to reduce and eliminate achievement gaps as dynamic and, envisions continuous improvement and refinement. With this in mind, the dean of Counseling Programs and Services, in collaboration with the Institute for Completion and the Office of Institutional Research, Planning and Effectiveness staff will continue to review DI group data and identify research-based strategies for DI groups. As such, the college acknowledges that modifications and additions to the list of activities may be made as populations and needs shift.

Table 3: Planned Activities to Achieve Student Equity Goals

Metric	Planned Activities
Access: Successful Enrollment	<ol style="list-style-type: none"> 1. Call students who have applied but have not registered for classes after the 3rd week of the term, prioritized by disproportionately impacted populations. 2. Implement the CCC MyPath website that allows students to continue onboarding activities after submitting their application. 3. Increase CCC-Apply applications uploads to three times a day. 4. Send lists of recent applicants who expressed an interest in specific programs to those programs for all DI populations. 5. Send email and text reminders to DI students to register. 6. Survey applicants who did not enroll in classes to identify solutions to complete the onboarding process for each of the DI populations.
Retention: Fall to Spring	<p>Professional Development:</p> <ol style="list-style-type: none"> 1. Offer at least four workshops to faculty and staff focused on strategies for working with a diverse student and employee population. 2. Offer professional development focused on effective student-centered teaching strategies including culturally responsive pedagogy and universal design for learning (UDL). 3. Offer ally training to increase awareness of the LGBTQ community. 4. Host an annual series of equity conversations to increase faculty and staff awareness of and competence in working with students in disproportionately impacted groups. <p>Curriculum:</p> <ol style="list-style-type: none"> 1. Identify models of exemplary pedagogy and make recommendations to the Faculty Learning Institute and Institute for Completion for professional development. 2. Expand course offerings in Ethnic Studies and Multiculturalism Studies.

	<ol style="list-style-type: none"> 3. Add new courses including “Introduction to LGBTQ Studies,” to the ADT in Social Justice Studies. 4. Schedule courses for the ADT in Social Justice Studies and ADTs focused on ethnic studies. 5. Provide a series of off-campus experiential learning modules aligned with Guided Pathways Career Academic Pathways for DI group students. <p>Campus Climate/Cultural Awareness Campaigns</p> <ol style="list-style-type: none"> 1. Create group/club-specific workshops dedicated to increasing awareness of group-specific resources. 2. Provide leadership retreats for faculty advisors and student club leaders. 3. Host social justice and diversity week. 4. Feature books, articles and works of art that address social-identity group awareness in the library <p>Student Support</p> <ol style="list-style-type: none"> 1. Provide on-going guidance to first-time, full-time students participating in “I Will Complete College” (IWCC) and the Citrus College Promise Program. 2. Provide targeted outreach to Foster Youth.
<p>Completion of transfer-level math and English</p>	<ol style="list-style-type: none"> 1. Continue to implement and monitor AB 705 curricular changes and, support students with embedded tutors and study sessions. 2. Support AB 705 community of practice (COP) groups. 3. Faculty participate in strategic professional development. 4. Encourage DI group students to take English and math courses in their first year. 5. Review math and English courses throughput data, disaggregated by DI groups, following each term.
<p>Attained the Vision Goal - Completion</p>	<ol style="list-style-type: none"> 1. Offer History of African-Americans 111, 112, and Sociology 130 (Introduction to LGBTQ Studies). 2. Offer Sociology 130 at high schools interested in offering the course. 3. Provide STEM guest speakers in History of African-Americans 111, 112 and Sociology 130 and provide counselor visits to inform students about services. 4. Offer ally training to increase awareness of the LGBTQ community. 5. Identify and disseminate additional research-based strategies appropriate for DI group.
<p>Transfer to a four-year institution</p>	<ol style="list-style-type: none"> 1. Increase fast-track evening and online degree program offerings. 2. Develop and offer a series of financial aid workshops. 3. Create transfer activities with a focus on UC as an attainable transfer goal and include information about UC programs for admission and financial aid. 4. Expand university college tours in California. 5. Offer a Transfer Conference for Citrus College students with targeted outreach Foster Kinship Education Resource Program (FKERP) and Disabled Students Program and Services (DSPS). 6. Increase the offerings of Transfer 101 presentations in classrooms, student clubs, and the FKERP and DSPS. 7. Increase awareness about the benefits of earning an ADT. 8. Host an informational booth at the Student Resource Fairs to ensure students are aware of the resources available in the CTC.

As required by the Chancellor’s Office, goals and activities for the overall student population have been outlined. These can be seen in the full Student Equity plan.

RESOURCES BUDGETED FOR STUDENT EQUITY ACTIVITIES

To maximize SEAP funds and ensure activities are coordinated with and integrated into current categorical and campus-based equity-related programs as well as the normal operations of the college, workgroups reviewed current activities across programs and wove them into the 2019-2022 SEAP plan. Those activities identified as unique to the Student Equity plan are embedded in the 2019-2020 budget seen in Table 4, below.

Table 4: Resources Budgeted for Student Equity Activities

SEAP Plan: 2019-2020 Budget			
Object Code	Category/Description	FTE	Allocation
1000	Counseling Faculty		\$559,966
	Counseling Faculty Overload		\$145,027
	Counseling Adjuncts		\$334,616
	Counseling Faculty Overload/Non-credit		26,900
	Counseling Adjuncts/Non-credit		28,000
	Counseling Faculty/Northern California Tour		\$1,439
	Counseling Faculty/Southern California Tours		\$2,159
	Counseling Faculty, Transfer Conference		\$1,439
	Director, Institute for Completion	.90	\$139,442
	Stipends: Student Centered Teaching		\$20,000
	Stipends: AB705 English Faculty Leads		\$7,500
	Stipends: Community of Practice - Mathematics		\$100,000
	Hourly: AB 705 Embedded Lab Supervisors		\$30,000
	TOTAL Academic Salaries		\$1,396,488
2000	Counseling Staff		\$712,227
	Counseling Staff/Non-credit		\$70,000
	Director, Veterans Success Center	1.0	\$98,424
	Assistant Director, SEAP	1.0	\$90,000
	STEM Center Coordinator	1.0	\$76,356
	Completion Coaches (3 X 1.0FTE)	3.0	\$181,402
	Financial Aid Technician	.51	\$25,744
	Research Analyst	1.0	\$80,630
	Administrative Secretary, Institute for Completion	.90	\$47,063
	Learning Center/STEM Center Tutors and Professional Experts		\$180,000
	TeCs Support Personnel (4 x .10)		\$36,468
	TOTAL Classified Salaries		\$1,598,314
3000	Counseling Faculty/Staff-Credit		\$593,425
	Counseling Faculty/Staff – Non-credit		\$41,240
	Counseling Faculty/NorCal-SoCal Tours		\$990
	Academic Personnel		\$98,828
	Classified Personnel		\$332,285
	TOTAL Benefits		\$1,066,768
4000	Professional Development Series/Equity Discussions Supplies		\$8,000
	Counseling Supplies & Food		\$17,000

	Counseling Supplies & Food/Non-credit		\$2,000
	Northern California Tour Food		\$2,700
	Transfer Conference Food & Workshop Supplies		\$3,500
	AB 705 Manipulatives		5,000
	Reprographics – Academic Affairs		2,000
	TOTAL Supplies		\$40,200
5000	Counseling contracts, conferences, travel		\$121,567
	Counseling – Other Services/Non-credit		\$474
	Transportation – NorCal/SoCal Tours		\$10,500
	Lodging –NorCal Tour		\$6,630
	Conferences/Professional Development – Academic Affairs		\$25,000
	Consultants: Professional Development Series		\$7,500
	Experiential Learning (serving DI students/aligned with GP)		\$75,000
	TOTAL Contractual		\$246,671
TOTAL			\$4,348,441

ASSESSMENT OF THE PROGRESS MADE IN ACHIEVING THE IDENTIFIED GOALS FROM PRIOR YEAR PLANS

The 2017-2019 Integrated Plan outlined five broad goals with specific activities (Table 5). Following Table 5, an assessment of progress for each of the goals is provided.

Table 5: 2017-2019 Integrated Plan Goals and Measureable Objectives

Integrated Goal	Measurable Objective(s)
1. Increase fall-to-fall persistence for first-time students.	1.1 Increase fall-to-spring persistence rate of first-time freshmen by 2% per year above the Fall 2015 cohort (baseline 82%). 1.2 Increase the fall-to-fall persistence rate of first-time freshmen by 2% per year above the fall 2015 cohort (baseline 64%).
2. Increase the percentage of first-time students who successfully complete a Basic Skills sequence.	2.1 Increase the course completion rate in basic skills math, English, and credit ESL by 2% per year. 2.2 Increase the progression rate through basic skills math, English, and credit ESL and completion of a college-level course in math or English by 2% per year above 2017 Student Success Scorecard baseline data. 2.3 Increase the pass rate in noncredit ESL above 2016-17 baseline. 2.4 Increase the overall course completion rate of African-Americans, Hispanics, DSP&S and Foster Youth groups by 2% per year as compared to baseline numbers from 2015-16.
3. Increase degree and certificate completion.	3.1 Increase degree completion by 1% per year as compared to 2015-16 baseline numbers (N=1,360). 3.2 Increase certificate completion by 1% per year as compared to 2015-16 baseline numbers (N=1,324). 3.3 Increase degree and certificate completion of disproportionately impacted groups by 2% per year as compared to 2015-16 baseline

	numbers).
4. Increase the rate at which students are transfer prepared within 3 and 4 years of initial enrollment.	<p>4.1 Increase the number of students who are transfer-prepared in 3 years by 2% per year.</p> <p>4.2 Increase the number of students who are transfer-prepared in 4 years by 3% per year.</p>
5. Evaluate the Multiple Measures Assessment (MMA) Pilot Study and develop an implementation plan.	<p>5.1 Evaluate the MMA project by conducting a throughput study (number of students who complete a gateway course) during fall 2017.</p> <p>5.2 Expand the number of high school districts from three to five that participate in CalPASS reporting of high school transcripts allowing greater participation in the MMA project by spring 2018.</p> <p>5.2 Provide a MMA placement for every incoming freshman with high school transcripts on file during Early Decision spring 2018.</p>

Integrated Goal 1

- 1.1 Increase fall-to-spring persistence rate of first-time freshmen by 2% per year above the Fall 2015 cohort (baseline 82%).
- 1.2 Increase the fall-to-fall persistence rate of first-time freshmen by 2% per year above the fall 2015 cohort (baseline 64%).

First-time Freshmen Cohort	Fall 2015	Fall 2016	Fall 2017
Cohort Size	1,861	1,843	1,935
Fall-to-Spring Persistence	82%	84%	83%
Fall-to-Fall Persistence	64%	63%	70%

Integrated Goal 2

- 2.1 Increase the course completion rate in basic skills math, English, and credit ESL by 2% per year.

Basic Skills Math	Fall 2015	Fall 2016	Fall 2017
Enrollment	1,953	1,485	1,365
Success Rate	50%	57%	53%

Basic Skills English	Fall 2015	Fall 2016	Fall 2017
Enrollment	1,297	1,258	1,264
Success Rate	67%	69%	69%

Credit ESL	Fall 2015	Fall 2016	Fall 2017
Enrollment	705	860	555
Success Rate	75%	71%	65%

2.2 Increase the progression rate through basic skills math, English, and credit ESL and completion of a college-level course in math or English by 2% per year above 2017 Student Success Scorecard baseline data.

	2010-2011 Cohort (2017 Scorecard)		2011-2012 Cohort (2018 Scorecard)		2012-2013 Cohort (2019 Scorecard)	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Remedial English	1,589	52.5%	1,841	49.9%	2,061	49.0%
Remedial Math	1,904	34.2%	1,656	40.3%	1,873	40.5%
Remedial ESL	94	61.7%	66	56.1%	69	58.0%

	2014-2015			2015-2016			2016-2017		
	Cohort Size	1-Year Rate	2-Year Rate	Cohort Size	1-Year Rate	2-Year Rate	Cohort Size	1-Year Rate	2-Year Rate
English									
Transfer-Level Achievement	1,794	28.8%	53.1%	1,802	37.5%	57.0%	1,753	44.6%	60.6%

	2014-2015			2015-2016			2016-2017		
	Cohort Size	1-Year Rate	2-Year Rate	Cohort Size	1-Year Rate	2-Year Rate	Cohort Size	1-Year Rate	2-Year Rate
Math									
Transfer-Level Achievement	1,794	10.3%	24.5%	1,802	14.7%	31.0%	1,753	16.5%	33.1%

2.3 Increase the pass rate in noncredit ESL above 2016-2017 baseline.

	2016-2017	2017-2018
Success rate	39%	33%

2.4 Increase the overall course completion rate of African-Americans, Hispanics, DSP&S and Foster Youth groups by 2% per year as compared to baseline numbers from 2015-2016.

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African-American	1,486	57%	1,420	58%	1,469	55%	1,360	62%
DSP&S	1,755	67%	1,848	71%	1,800	70%	1,747	66%
Foster Youth	251	52%	183	44%	148	45%	136	40%

Integrated Goal 3

3.1 Increase degree completion by 1% per year as compared to 2015-2016 baseline numbers (N=1,360).

	2015-16	2016-17	2017-18
Number of students who received a degree	1,360	1,370	1,556

3.2 Increase certificate completion by 1% per year as compared to 2015-2016 baseline numbers (N=1,324).

	2015-16	2016-17	2017-18
Number of students who received a certificate	1,324	1,387	1,664

3.3 Increase degree and certificate completion of disproportionately impacted groups by 2% per year as compared to 2015-2016 baseline numbers.

Associate Degrees and Credit Certificates	2015-16	2016-17	2017-18
African-American	130	151	136
Hispanic	2,493	2,734	3,203

Integrated Goal 4

4.1 Increase the number of students who are transfer-prepared in three years by 2% per year.

Transfer-preparedness in three years	Total	Transfer-prepared
2013-14 cohort transfer-prepared by 2015-16	2,252	31%
2014-15 cohort transfer-prepared by 2016-17	2,185	24%

4.2 Increase the number of students who are transfer-prepared in four years by 3% per year.

Transfer-preparedness in four years	Cohort Size	Transfer-prepared
2012-13 cohort transfer-prepared by 2015-16	2,024	40%
2013-14 cohort transfer-prepared by 2016-17	2,254	32%

Integrated Goal 5

5.1 Evaluate the MMAP project by conducting a throughput study (number of students who complete a gateway course) during fall 2017.

Number of students who...	Fall 15	Fall 16	Fall 17	Fall 18*
First enrolled in an English course	2,137	2,109	2,154	1,870
Successfully completed transfer-level English	1,049	1,165	1,159	1,222
One-year transfer-level English throughput rate	49%	55%	54%	65%

Number of students who...	Fall 15	Fall 16	Fall 17	Fall 18*
First enrolled in a math course	2,291	1,940	2,165	1,971
Successfully completed transfer-level math in a year	431	453	603	627
One-year transfer-level math throughput rate	19%	23%	28%	32%

*Fall 18 cohort throughput rate is one-term throughput rate as of end of fall 18.

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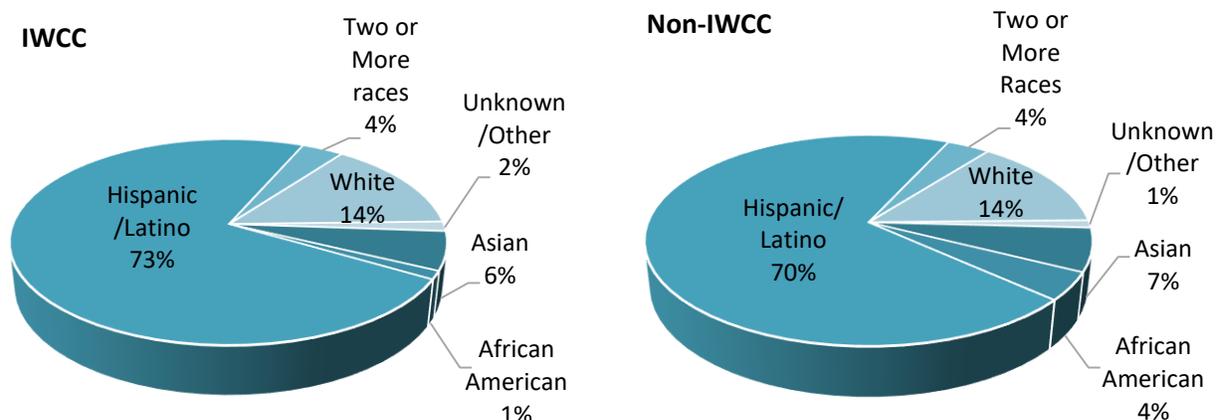
Additionally, the college has assessed activities from the **2015-2017 Student Equity Plan**. Outcomes from the measurable goals are outlined, below.

SE.1 Increase access to the *I Will Complete College (IWCC) initiative by 2% per year through 2018-2019.*

	Fall 2015		Fall 2016		Fall 2017	
	IWCC	Non-IWCC new student	IWCC	Non-IWCC new student	IWCC	Non-IWCC new student
Cohort Size	364	1,505	417	1,344	464	1,471

Ethnicity for Fall 2017 IWCC Cohort

Compared to the non-IWCC students, the IWCC cohort had a higher percentage of Hispanic (73% vs. 70%) students and a lower percentage of African-American (1% vs. 4%) students.



SE.3 Increase overall course completion rates by 6% among Foster Youth by 2020.

Foster Youth	Fall 2016	Fall 2017	Fall 2018
Course Completion Rate	44%	45%	40%

Source: CCCCC Datamart

SE.4 Increase overall course completion rates among African-American students by 2% per year.

African-American	Fall 2016	Fall 2017	Fall 2018
Course Completion Rate	58%	54%	62%

Source: CCCCC Datamart

SE.7 Increase Basic Skills completion by 2% per year for Hispanic, African-American and DSP&S students.

African-Americans	2010-2011 Cohort	2011-2012 Cohort	2012-2013 Cohort
Basic Skills Math progression rate	22.8%	26.3%	34.5%
Basic Skills English progression rate	45.5%	33.6%	42.3%

Source: 2017, 2018, and 2019 Scorecard

Hispanic/Latino	2010-2011 Cohort	2011-2012 Cohort	2012-2013 Cohort
Basic Skills Math progression rate	34.3%	39.8%	41.7%
Basic Skills English progression rate	52.5%	49.6%	47.7%

Source: 2017, 2018, and 2019 Scorecard

DSPS	2010-2011 Cohort	2011-2012 Cohort	2012-2013 Cohort
Basic Skills Math progression rate	Sample size not sufficiently robust to assess		
Basic Skills English progression rate	Sample size not sufficiently robust to assess		

SE.8 Increase course completion by 2% for credit ESL courses.

	2010-2011 Cohort		2011-2012 Cohort		2012-2013 Cohort	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Basic Skills ESL progression rate	94	61.7%	65	55.4%	69	58.0%

Source: 2017, 2018, and 2019 Scorecard

SE.10 Increase degree and certificate completion by 2% per year for Hispanic and African-American students.

Degree/Certificate completion	2010-2011 Cohort	2011-2012 Cohort	2012-2013 Cohort
African-Americans	47.1%	50.5%	47.3%
Hispanic/Latino	45.7%	48.1%	49.2%

Source: 2017, 2018, and 2019 Scorecard

SE.13 Increase the number of contacts by 2% in the Transfer Center.

Career Transfer Center Usage Statistics

Services	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Counseling Appointments	1,522	1,774	910	551	3,999
Workshops and Events	1,615	1,728	1,188	2,098	1,849
University Representatives	299	414	260	220	186
Career Counseling	-	1,084	3,790	3,340	-
Career Assessment	-	59	83	72	-
Career Intake	-	49	55	72	-
Career Resume	-	21	31	20	-
Career Interpretation	-	27	26	21	-
Career Interview	-	5	85	1	-
Total	3,436	5,161	6,428	6,395	6,034

STUDENT EQUITY EXPENDITURES FOR 2015-16, 2016-17, AND 2017-18

2015-2016 STUDENT EQUITY EXPENDITURES		
Object Code	Classification	Total
1000	Academic Salaries	\$144,809
2000	Classified and Other Non-Academic Salaries	\$542,551
3000	Employee Benefits	\$187,012
4000	Supplies and Materials	\$28,236
5000	Other Operating Expenses and Services	\$260,044
6000	Capital Outlay	\$55,098
7000	Other Outgo	\$0
	Total 2015-16 Expenditures	\$1,217,750

2016-2017 STUDENT EQUITY EXPENDITURES		
Object Code	Classification	Total
1000	Academic Salaries	\$70,435
2000	Classified and Other Non-Academic Salaries	\$665,985
3000	Employee Benefits	\$302,100
4000	Supplies and Materials	\$31,939
5000	Other Operating Expenses and Services	\$102,951
6000	Capital Outlay	\$4,940
7000	Other Outgo	\$0
	Total 2016-17 Expenditures	\$1,178,350

2017-2018 STUDENT EQUITY EXPENDITURES		
Object Code	Classification	Total
1000	Academic Salaries	\$102,863
2000	Classified and Other Non-Academic Salaries	\$368,861
3000	Employee Benefits	\$194,250
4000	Supplies and Materials	\$20,449
5000	Other Operating Expenses and Services	\$82,445
6000	Capital Outlay	\$258,123
7000	Other Outgo	\$127,792
	Total 2017-18 Expenditures	\$1,154,783

FOR ADDITIONAL INFORMATION RELATED TO PAST OR PRESENT CITRUS COLLEGE STUDENT EQUITY PLANS PLEASE CONTACT:

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