Student Equity Plan Summary

**Disproportionate Impact Focus:** Course Completion and Sequence Completion

Hispanic (58%), Pacific Islander (53%), and African American (48%) students show course completion rates below the College average (62%).

**Advice** from statewide organizations and researchers:
- Think big, start small: plan to scale
- Avoid “boutique” programs that serve few students.
- Combine Student Services and Instruction
- Focus on retention

**Concept:** Form a cohesive learning community of Basic Skills classes, starting with faculty at 2 levels below transfer and scaling up to both 1 and 2 levels below transfer. Align and complement programs for students in transfer programs such as the STEM Center and ESO grant programs.

Two major initiatives are

1. **Professional Development** on p. 45

   Goal B. Improve the pedagogical and academic support practices for ESL, Math, and English courses two and one level below transfer to increase successful completion rates for Hispanic and African American students.

   **Activity B.1**
   Institutionalize intensive and on-going professional development opportunities for faculty, staff, and tutors for ESL, English, and Math courses one and two levels below transfer and the first level of transfer classes to support Hispanic and African American students to successfully complete their courses.
   Beginning with an orientation retreat, a year-long series of on-line and in person Faculty-led trainings in collaboration with colleagues across the campus and the district will be compiled in professional portfolios and include, but will not be limited to, the following themes:
   - Culturally responsive teaching
   - Increasing retention
   - Innovative classrooms
   - Academic and personal support on campus and in the community
   - Collaborating with Embedded tutors to increase success

   **Responsible Party:** ACES Committee
   **Completion Date:** 2017

2. **Retention Specialists and Embedded Tutors** on p. 47

   **Activity C.1**
   Retention specialist, Imbedded tutors, and faculty will provide culturally responsive and academically sound support services to students in Math, English, and ESL courses.

   **Responsible Party:** ACES Coordinators and Director of Learning Resources
BUDGET

This section lists sources of funding for activities in the plan. The budget links to the goals and the evaluation sections of the plan.

Year 1 Budget Estimate:

<table>
<thead>
<tr>
<th>Position/Program (Goal)</th>
<th>Percentage of the total budget</th>
<th>Budget Amount</th>
</tr>
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<tbody>
<tr>
<td>Ret. Specialist (C)</td>
<td>50%</td>
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<td>Tutors (C)</td>
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<td>Prof. Development (B)</td>
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<td>PUENTE (B &amp;C)</td>
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<tr>
<td>Spark-Point (A &amp;C)</td>
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<tr>
<td><strong>Total</strong></td>
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