



# Shasta College Student Equity Plan

## Introduction

This document is created in compliance with the Student Equity and Achievement Program (SEA Program) requirements. The SEA program aligns the programmatic requirements and funding of Student Success and Support Program (SSSP), Student Equity (SE), and Basic Skills Initiative (BSI) to support colleges in implementing Guided Pathways activities and practices in order to advance the system-wide goal to boost achievement for all students, with an emphasis on traditionally underrepresented groups.

The activities assigned to this plan emanate from other planning activities across the district, primarily the 2018-2021 Strategic Plan, the current Enrollment Management Plan, and the recent Integrated Plan incorporating SSSP, SE, and BSI. It also aligns with our Guided Pathways efforts and the college's goals within the new Vision for Success. The Student Success Committee oversees the implementation of the SEA Program.

The format of the plan follows the template provided by the Chancellor's Office and provides the information required. The first section of the plan contains benchmark data and goals for 2019-2022. Question 1 addresses baseline data on achievement and goals for the general student population; question 2 addresses the same for populations who are identified as disproportionately impacted. Data revealed the primary disproportionate impact to be in access/successful enrollment for numerous student groups. This information may change once the Chancellor's Office has uploaded it onto the NOVA portal.

Members of a working committee have participated in trainings offered through the Chancellor's Office in order to create this plan.

Sandra Hamilton Slane

Dr. Tim Johnston

Dr. John Yu

Dr. Kate Mahar

Jennifer McCandless

Crystal Mair

Michele Fairchild

James Konopitski

Will Breitbart

Cherish Padro



## 2019-22 Student Equity Plan

### EXECUTIVE SUMMARY

#### SECTION 1 STUDENT EQUITY GOALS FOR EACH REQUIRED STUDENT GROUP

Shasta College has identified Student Equity goals for each student group identified as disproportionately impacted. Specific activities to achieve these goals align with the district's Strategic Plan and other planning documents such as the Enrollment Management Plan in order to provide continuity and focus. Resources to support these activities are designated. A concise overview of Student Equity funding from 2015-16, 2016-17, and 2017-18 is included, along with an evaluation of the progress made in achieving identified goals from prior year plans.

#### Student Equity goals for each required student group

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population
<b><i>Access: Successful Enrollment</i></b>	Students with disabilities Male 49%   167/342 Female 43%  178/413 Veterans Male 41%   96/232 Female 33%  20/61 Black / African American Male 33%   179/541 Female 42%  144/346 LGBT Male 35%    45/129 Female 37%  137/369 Foster youth Male 46%   158/337 Female 49%  256/521	Students with disabilities Male 53%   183 Female 49%  222 Veterans Male 48%   125 Female 42%   33 Black / African American Male 43%   294 Female 48%  186 LGBT Male 44%    69 Female 48%  199 Foster youth Male 44%   181 Female 46%  280
<b><i>Retention: Fall to Spring</i></b>	White Male       1405/2417	Male       1412
<b><i>Transfer to a four-year institution</i></b>	American Indian or Alaska Native Male       4 Female      3	Male       4 Female      3
	Black or African American Female      3	Female      3
	Some other race Male       7	Male       7
	Foster Youth Male       2	Male       2
	LGBT Male       1 Female      3	Male       1 Female      3



## 2019-22 Student Equity Plan

<b>Completed both Transfer-level math and English Within the District in the First Year</b>	Black or African American Male 0 Female 0	Male 1 Female 1
	Some other race Male 0	Male 1
	American Indian or Alaska Native Male 0	Male 1
	Foster Youth Male 0 Female 0	Male 1 Female 1
	Disabled Male 0	Male 1
<b>Attained Chancellor's Office goal</b>	Black or African American Male 5 Female 2	Male 5 Female 2
	More than one race Male 8	Male 8
	Native Hawaiian or other Pacific Islander Male 1	Male 1
	Foster Youth Male 2 Female 7	Male 2 Female 7
	LGBT Male 2 Female 5	Male 2 Female 5

### SECTION 2 ACTIVITIES THE COLLEGE WILL UNDERTAKE TO ACHIEVE THESE GOALS

- Develop targeted communications that prompt students identified as DI to move efficiently through the matriculation process
- Implement real-time “data dashboard” to identify students in DI populations who have applied but not enrolled
- Provide staff support for newly built Veterans Center
- Implement proactive counseling with DI populations served by Equity-funded categorical programs, counseling, and basic needs supports (housing, textbooks, and food support)
- Implement Guided Pathways, including holistic student supports, to ensure students have clear academic goals and the supports needed for success
- Disseminate targeted transfer materials to members of DI groups, depicting stories and strategies of former Shasta College students from DI populations who have successfully transferred
- Promote learning support activities to students identified in DI populations who are enrolled in college level math or English
- Promote enrollment in college-level math and English within first year of enrollment for students from DI groups



## 2019-22 Student Equity Plan

### SECTION 3 RESOURCES BUDGETED FOR THESE ACTIVITIES

Category	Sample activities	2019-2020
<b>Equity Outreach/Access</b>	Cultural events, outreach counseling	\$ 41,765
<b>Student Services &amp; Categorical Programs</b>	Technology access, special populations programs	\$380,121
<b>Equity Office coordination</b>	Planning and sponsoring activities, reporting, oversee student ambassadors	\$121,581
<b>Learning Supports</b>	Embedded tutoring, loaner computers/textbooks, supplemental instruction, educational software access	\$187,384
<b>Professional Development</b>	Conferences, workshops, periodicals	\$ 18,569
<b>Research/Evaluation</b>	Conducting research related to equity activities and outcomes	\$ 89,577
<b>Direct Student Support</b>	Food access, textbooks, transportation, educational supplies	\$121,854
<b>Total</b>		\$960,851

Accounting of how Student Equity Funding for 2016-1017, 2017-2018, and 2018-2019 was expended. The plan has been adapted over these three years with changing emphasis based on different stages of development.

Category	Sample activities	2016-2017	2017-2018	2018-2019
<b>Equity Outreach/Access</b>	Cultural events, outreach counseling	\$ 73,623 (7.5 %)	\$ 37,710 (4%)	\$ 41,765 (4%)
<b>Student Services &amp; Categorical Programs</b>	Technology access, special populations programs	\$189,577 (19.4 %)	\$349,447 (36%)	\$380,121 (40%)
<b>Equity Office coordination</b>	Planning and sponsoring activities, reporting, oversee student ambassadors	\$282,763 (28.8 %)	\$163,833 (17%)	\$121,581 (13%)
<b>Learning Supports</b>	Embedded tutoring, loaner computers/textbooks, supplemental instruction, educational software access	\$122,234 (12.5 %)	\$135,432 (14%)	\$187,384 (20%)
<b>Professional Development</b>	Conferences, workshops, periodicals	\$ 25,886 (2.6 %)	\$ 21,838 (2%)	\$ 18,569 (2%)
<b>Research/Evaluation</b>	Conducting research related to equity activities and outcomes	\$ 97,979 (10 %)	\$ 92,452 (10%)	\$ 89,577 (9%)
<b>Direct Student Support</b>	Food access, transportation, textbooks, educational supplies	\$188,398 (19.2 %)	\$160,139 (17%)	\$ 121,854 (13%)
<b>Total</b>		\$980,460	\$960,851	\$960,851



## 2019-22 Student Equity Plan

### SECTION 4 PROGRESS MADE IN ACHIEVING IDENTIFIED GOALS FROM 2017-2019 INTEGRATED PLAN

The 2017-2019 Integrated Plan was the initial document outlining the integrated planning and coordination of SSSP, Student Equity, and BSI. This plan has now been replaced by this Student Equity and Achievement Program (SEA Program) Plan. In spring 2018, the Integrated Plan team prioritized goals listed within the Integrated Plan to focus on those that aligned with the newly adopted Shasta College Strategic Plan (which was further aligned with the Chancellor's Office Vision for Success). Examples of those activities are listed below.

GOAL	ACTIVITIES	OUTCOMES
<i>Continue to evaluate the effectiveness of the implementation of the Multiple Measure Assessment Project (MMAP). Evaluate math-self placement protocols. (AB 705)</i>	Guidelines related to math and English placement were adopted by their respective academic department faculty and align with AB 705	86.83%/86.46%      Percent of students placed/ enrolled in transfer level English using MMAP rule including high school transcript analysis Success rates were equal to other groups 92.93% / 83.97%      Retention was higher than other groups  55.84%/52.02%      Students placed/ enrolled in transfer level math courses using MMAP rules Success rates were significantly lower for this group
<i>Implement innovative technology-enabled services to improve access to existing on-line student support</i>	Numerous technology-enabled services were either launched or expanded to improve access to online student support	Assistive technology      2016-2017 Online complaint/comment form      2017-2018 Shasta Connect texting service      2017-2018 Office 365 for students      2017-2018 E-advising      2018-2019 Campus Logic      2018-2019 online FAFSA verification access Accessibility Information      2018-2019 Management (Online disability Accommodation maintenance) Shasta Summit early alert      2018-2019 iGrad      2018-2019 online Financial Literacy Software Create new online orientation      2018-2019
<i>In cooperation with K-12 partners, implement transfer pathways such as expanded concurrent enrollment</i>	Number of dual enrolled registrations increased	2957 enrollments      2015-2016 5246 enrollments      2017-2018
	Expanded format to include facilitated online courses	66 courses      2017-2018 54 courses      2018-2019
	Number of students in dual enrollment increased	1414 students      2015-2016 3481 students      2017-2018



## 2019-22 Student Equity Plan

GOAL	ACTIVITIES	OUTCOMES			
<i>Pilot Hobsons Starfish early alert software</i>	Piloted and then expanded early alert system	Faculty 3 11 16	Sections 16 59 75	Students 156 555 1098	Spring 2018 Fall 2018 Spring 2019
<i>Increase the number of students who annually attain Associate Degree for Transfer (ADT)</i>	Targeted outreach including Transfer Academy, transfer course, university field trips	172 students 179 students 241 students		2015-2016 2016-2017 2017-2018	
<i>Increase the number of students in the ACE and BOLD programs</i>	Steady enrollment  Increase in pathways	Avg 37 students Avg 47 students Added AOJ and Comm Stud		January 2017 & 2018 August 2017 & 2018 August 2019	
<i>Implement an automated student education planning solution</i>	Soft rollout of 4-6 certificates	Spring 2019			
<i>Explore, publicize, and implement alternative course scheduling</i>	Expand offerings of 8-week courses	Academic Senate task force		2018-2019	
<i>Streamline and strengthen pathways to degrees and certificates</i>	Hired Dean of Learning Pathways Counselor on release time for pathways mapping Implemented pathways counseling for CTE, ECE, Health sciences Exploration of stackable certificates leading to a degree			January 2019 September 2018  December 2018  September 2018	



## 2019-22 Student Equity Plan

Additional goals were identified to support the access and success of students experiencing disproportionate educational outcomes

GOAL	ACTIVITIES	OUTCOMES
<i>Increase/provide professional learning opportunities and training on equity mindedness and cultural responsiveness</i>	Keynote speakers and faculty flex day workshops	LGBTQ Safe Zone training 2016-2018 Poverty Simulation 2017-2018 Supporting Men of Color 2016-2018
	Faculty development conferences	Reading Apprenticeship 2016-2018 Habits of Mind 2016-2018 Equity (3CSN) 2016-2018 Equity in online education 2016-2018 EPIC symposium on global education 2016-2018
<i>Increase access to targeted resources</i>	Supplemental instruction Embedded tutoring	5 sections 2015-2016 17 sections 2017-2018 Began in gateway math classes; expanded to other classes including ITV
	Community Academic Mentoring Program	Learning assistance in all subjects 2018-2019
<i>Increase access to targeted resources</i>	Staff support for designated student populations	Disabilities counselor 2016-2019 Foster youth counselor 2016-2019 PUENTE/Latinx outreach counselor 2016-2019 Veterans Counselor 2016-2019 Financial aid staff (bilingual) 2016-2019 Video relay interpreting/captioning 2016-2019 Native American student outreach 2016-2018 Transition staff – Gateway to College 2017-2019 UMOJA/Striving Black Brothers staff 2017-2019
	Support the development of an expanded Veterans Center	Dedicated Veteran’s counselor 2017-2019 Launched Veterans Education 2017-2019
	Connect students to campus and community resources for basic needs	CalFresh promotion 2016–2019 free public transportation 2016-2019 Limited gas cards 2016-2018 Meal vouchers 2016-2018 Food pantry 2016-2019 Created Resource Handbook 2017-2018 food for thought/snacks for studying 2017-2019 Food / housing insecurity task force 2017-2019 Community housing collaboration 2018-2019
	Increase student access to textbooks	Individual textbook assistance 2016-2018 Course textbooks –special courses 2016-2018 Textbook grant through Financial aid 2018-2019
<i>Expand and diversify Student Development course offerings and methods of delivery</i>	Initiated Summer Launch program targeting equity populations	Orientation to College courses 2016-2019 Transfer support courses 2016-2019



## 2019-22 Student Equity Plan

Further evaluation of a selected sample of activities is provided to demonstrate the impact and effectiveness for students within specific equity populations. This assessment compares aggregate data from fall 2016, fall 2017, and fall 2018. Data includes the average number of units earned, percent of students in that group who earned a semester GPA of 2.0 or higher, and the percent who persisted into the subsequent fall semester.

### DSPS/PACE students – Extended Ed counseling

	F16	F17	F18
# students	42	44	47
Avg # units earned	7.19	7.49	7.39
Min. 2.0 GPA	64%	68.2%	66%
Persistence (fall-fall)	53%	53%	

### EDGE participants (Tutoring for college athletes)

	F16	F17	F18
# students	276	298	222
Avg # units earned	11.8	11.2	11.4
Min. 2.0 GPA	76%	78%	78%
Persistence (fall-fall)	56%	43%	

### PUENTE/Latinx students (Tehama Campus)

	F16	F17	F18
# students	35	31	29
Avg # units earned	7.4	7.9	8.45
Min. 2.0 GPA	71.4%	58.1%	62%
Persistence (fall-fall)	36%	48.6%	

### UMOJA

	F16	F17	F18
# students	23	70	68
Avg # units earned	8.1	10.6	10.1
Min. 2.0 GPA	65%	70%	65%
Persistence (fall-fall)	28%	48%	

### Students using interpreting or captioning services (deaf or hard of hearing)

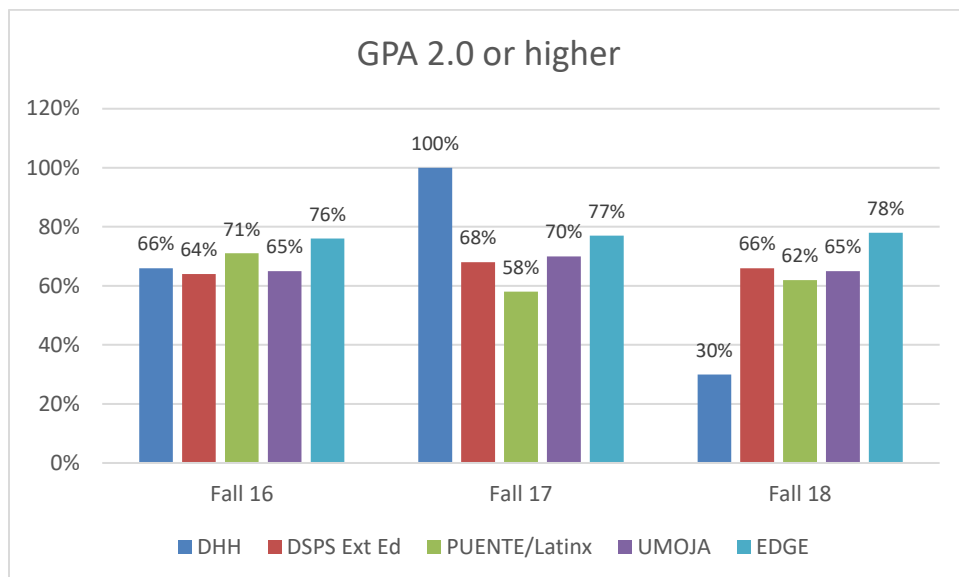
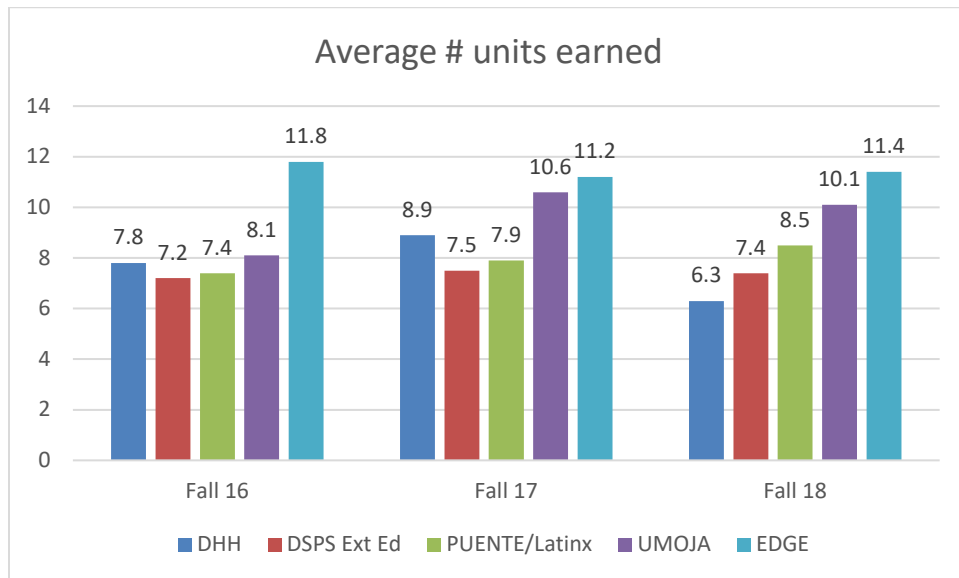
	F16	F17	F18
# students	9	10	10
Avg # units earned	7.78	8.85	6.33
Min. 2.0 GPA	66%	100%	30%
Persistence (fall-fall)	89%	71%	





## 2019-22 Student Equity Plan

Comparison of select activities/groups listed above



For additional information related to the Executive Summary, please contact:

Sandra Hamilton Slane  
Dean of Student Services  
[sslane@shastacollege.edu](mailto:sslane@shastacollege.edu)  
(530) 242-7799