



## Student Equity Plan



*Skyline College*  
**ACHIEVE**

3300 College Drive  
San Bruno, CA 94066  
[www.SkylineCollege.edu](http://www.SkylineCollege.edu)

Fall 2015

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# Signature Page

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## **Skyline College Student Equity Plan Signature Page**

**District:** San Mateo County Community College District      **Board of Trustees Approval Date:** 12/09/2015

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I certify that this plan was reviewed and approved by the 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 accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).



Dr. Regina Stanback Stroud, President

[stroudr@smccd.edu](mailto:stroudr@smccd.edu)

Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCC.



Eloisa Briones, VP Administrative Services

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Email

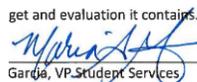


Kathy Blackwood, Executive Vice Chancellor

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Email

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



get and evaluation it contains.  
García, VP Student Services

Dr. Angélica Garcia, VP Student Services

[garciaa@smccd.edu](mailto:garciaa@smccd.edu)

Email

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



activities, budget and evaluation it co

Dr. Sarah Perkins, VP Instruction

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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.



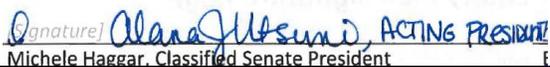
Williams Browne, Academic Senate President

Kathryn Williams Browne, Academic Senate President

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I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

  
Michele Haggar, Classified Senate President

Michele Haggar, Classified Senate President

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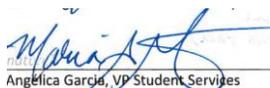
I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

  
Dennis Zheng, Associated Student Body President

Dennis Zheng, Associated Student Body President

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Angélica García, VP Student Services

Dr. Angélica García, VP Student Services  
Student Equity Coordinator

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Phone

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# Executive Summary

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Skyline College has long been committed to developing an educational community that promotes inclusive excellence by valuing the cultural richness in diversity. The student equity plan follows a robust period of intensive work at Skyline College beginning in 2005 to address issues of diversity and equity in the pursuit of institutional effectiveness and student success. This work resulted in the development of Skyline College's Comprehensive Diversity Framework (See Attachments). After completing a campus wide, comprehensive, and community informed process over the course of two years, the Comprehensive Diversity Framework provides a foundation upon which the Student Equity Plan (SEP) can build.

The Skyline College Student Equity Plan (SEP) presents a focused set of activities intended to address issue of inequity identified through comprehensive campus-based research in each of the five areas of 1) Access, 2) Course Completion, 3) Basic Skills and ESL Completion, 4) Certificate and Degree Completion, and 5) Transfer. However, the SEP, and indeed the concept of student equity is not narrowly defined nor limited to the individual groups and activities contained in the plan. Instead, ensuring equity in student access, success, and achievement is considered fundamental to all programs and services. It is the guiding focus of the promise that Skyline College makes to its communities and students: you will Get In, Get Through, and Get Out... On-Time, according to your individual educational goal. This Skyline College Promise, in concert with the Comprehensive Diversity Framework and Student Equity Plan, places the responsibility for ensuring equity in outcomes squarely on the institution and its faculty, staff, managers, and administrators.

## **TARGET GROUPS**

The populations identified as experiencing disproportionate impact are both unsurprising and disturbingly consistent across the performance indicators. African American, Latino, Native Hawaiian/Pacific Islander were identified through the campus-based research on multiple indicators. Additionally, Foster Youth and Veterans students are identified in each of the performance indicators as groups that will require intentional focus. The SEP has therefore been developed to provide multiple activities designed to specifically improve the outcomes for these groups of students, while at the same time leading to overall improvement in overall institutional effectiveness in achieving equity in access, success, and achievement.

<u>Performance Indicator</u>	<u>Target Groups</u>
A. Access	<ul style="list-style-type: none"> <li>• African American</li> <li>• Hispanic/Latino</li> <li>• Veterans</li> </ul>
B. Course Completion	<ul style="list-style-type: none"> <li>• Black or African American</li> <li>• Hispanic or Latino</li> <li>• Native Hawaiian or other Pacific Islander</li> <li>• Current or Former Foster Youth</li> </ul>
C. ESL and Basic Skills Completion	<ul style="list-style-type: none"> <li>• Black or African American</li> <li>• Hispanic or Latino</li> <li>• Current or Former Foster Youth</li> <li>• Veterans</li> </ul>
D. Degree and Certificate Completion	<ul style="list-style-type: none"> <li>• Black or African American</li> <li>• Current or Former Foster Youth</li> <li>• Veterans</li> </ul>
E. Transfer	<ul style="list-style-type: none"> <li>• Current or former foster youth</li> <li>• Filipino</li> <li>• Hispanic or Latino</li> <li>• Native Hawaiian or other Pacific Islander</li> </ul>

### **GOALS AND ACTIVITIES**

The SEP presents a set of integrated strategies in order to address disproportionate impact. Getting students **In** requires a coordinated set of outreach approaches that identify effective engagement strategies for specific segments of Skyline College’s communities. Getting students **Through** requires enhanced student services combined with effective instructional approaches in the classroom. And getting students **Out** requires developing a campus-wide transfer culture consisting of communities of learners who are provided clear pathways to completion in an environment of coordinated and effective support services.

There are two essential components to ensuring the successful implementation of the SEP. The first is dedicated administration and oversight. The second is comprehensive research and evaluation. Combined with an engaged and committed campus culture that recognizes student equity as the challenge that must be addressed, the promise that Skyline College makes to its students and communities will be delivered on. In the plan that follows, more details on the specific activities designed to address each identified area of disproportionate impact are provided. However, the SEP is one component of a larger commitment, of a broader promise, that students will Get In, Get Through, and Get Out...On-Time.

<u>Performance Indicator</u>	<u>Goal</u>	<u>Activities</u>
A. Access	To improve access for the target populations identified in the college research as experiencing a disproportionate impact.	<ul style="list-style-type: none"> <li>• Outreach</li> <li>• Direct Student Support</li> <li>• Student Services or other Categorical Program</li> <li>• Research and Evaluation</li> <li>• Professional Development</li> <li>• Instructional Support Activities</li> </ul>
B. Course Completion	To improve course completion for the target populations identified in the college research as experiencing a disproportionate impact.	<ul style="list-style-type: none"> <li>• Research and Evaluation</li> <li>• Instructional Support Activities</li> <li>• Direct Student Support</li> <li>• Professional Development</li> </ul>
C. ESL and Basic Skills Completion	To improve ESL and basic skills completion for the target populations identified in the college research as experiencing a disproportionate impact.	<ul style="list-style-type: none"> <li>• Research and Evaluation</li> <li>• Instructional Support Activities</li> <li>• Direct Student Support</li> <li>• Student Services or other Categorical Program</li> <li>•</li> </ul>
D. Degree and Certificate Completion	To improve degree and certificate completion for the target populations identified in the college research as experiencing a disproportionate impact.	<ul style="list-style-type: none"> <li>• Outreach</li> <li>• Direct Student Support</li> <li>• Student Services or other Categorical Program</li> <li>• Research and Evaluation</li> <li>• Curriculum/Course Development or Adaptation</li> <li>• Professional Development</li> </ul>
E. Transfer	To improve transfer for the target populations identified in the college research as experiencing a disproportionate impact.	<ul style="list-style-type: none"> <li>• Outreach</li> <li>• Direct Student Support</li> <li>• Student Services or other Categorical Program</li> <li>• Professional Development</li> <li>• Research and Evaluation</li> </ul>

## **STUDENT EQUITY FUNDING AND OTHER RESOURCES**

In order to have the greatest impact possible, Student Equity Funds will be leveraged against additional resources from existing sources, including general fund, grant, and categorical funds.

<b><u>Student Equity Funds</u></b>	<b><u>Other Resources</u></b>
\$719,925	\$811,550

## **CONTACT PERSON/STUDENT EQUITY COORDINATOR**

For questions about the Skyline College Student Equity Plan (SEP), please contact Dr. Angélica Garcia, Vice President of Student Services by email at [garciaa@smccd.edu](mailto:garciaa@smccd.edu) or by phone at (650) 738-4333.

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# Planning Committee and Collaboration

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The Stewardship for Equity, Equal Employment and Diversity (SEED) Advisory Committee at Skyline College serves as the planning committee for the College's Student Equity Plan (SEP) development and implementation. The Stewardship for Equity, Equal Employment and Diversity (SEED) Committee assists Skyline College in fulfilling its commitment to celebrate the intellectual, educational, and social benefits of diversity. In doing so, the committee will:

- Provide stewardship for the college's value related to campus climate.
- Oversee the college's equality in employment opportunities and make recommendations to the district EEOAC regarding fair and effective hiring policies.
- Support, provide or promote training in cultural proficiency.
- Provide support and assistance to equity and diversity-related projects and activities, and facilitate engagement in campus issues related to equity and diversity.
- Support and promote educational initiatives that result in intercultural awareness and respect for diversity in students, faculty and staff.

SEED members are appointed by campus constituent groups from Academic Senate, Classified Council and Management.

The mission of the SEED Committee is to ensure equity at all levels at Skyline College. Further, its charge is to address issues of inequality at all levels of the institution by fostering a culture of critical consciousness and promoting equitable representation, access, and distribution of resources.

The SEED Committee is made up of representatives from every division and constituency at Skyline College, and members are purposefully appointed for their acumen around issues of equity and willingness to engage in dialogue in order to promote a critical consciousness across campus.

**STUDENT EQUITY PLAN COMMITTEE MEMBERSHIP LIST**

<b>Member Name</b>	<b>Title</b>	<b>Organization(s), Program(s) or Role(s) Represented</b>
Wissem Bennani	College International Student Program Manager	Representative of Global Learning and Program Services (GLPS) Division
Amory Cariadus	Director of Student Development	Director of Student Development
Serena Chu-Mraz	Professor of ESOL	Representative of Language Arts Division
Luis Escobar	Interim Dean of Counseling, Advising and Matriculation	Representative of Counseling Division
Ricardo Flores	Instructional Technologist	Representative of Academic Support and Learning Technologies Division
Nina Floro	Professor of English and Coordinator of Professional Development	Representative of Academic Support and Learning Technologies Division
Angélica Garcia	Vice President, Student Services	Tri-Chair of the Committee
Marlon Gaytan	Student of Skyline College	Representative of Associated Students of Skyline College
Victoria Goncalvez	Student of Skyline College	Representative of Associated Students of Skyline College
Nathan Jones	Associate Professor of English	Representative of Language Arts Division and ASTEP (learning community)
Raymond Jones	Interim Director of Middle College	Interim Director of Middle College
Lucia Lachmayr	Associate Professor of English	Tri-Chair of the Committee
Jessica Lopez	TRiO Counselor	Representative of Counseling Division and TRiO
Aaron McVean	Dean of Planning, Research and Institutional Effectiveness	Tri-Chair of the Committee
Miku Mendoza	Student of Skyline College	Representative of Associated Students of Skyline College
Patricia Mendoza	Financial Aid Technician	Representative of Science, Mathematics and Technologies Division
Nathaniel Nevado	CIPHER Counselor	Representative of Counseling Division
David Reed	Manager of Learning Center	Representative of Learning Communities
Tammy Robinson	Interim Dean of Global Learning and Program Services	Interim Dean of Global Learning and Program Services
Michael Stokes	Director of TRiO	Student Services, Administration
Nadia Tariq	Division Assistant of Science, Mathematics and Technologies (SMT)	Representative of Classified Professional and Science, Mathematics and Technologies Division
Marissa Thigpen	Program Services Coordinator of Language Arts	Representative of Classified Professional and Learning Communities
Chad Thompson	Interim Director of SparkPoint	Interim Director of SparkPoint
Phillip Williams	Assistant Professor of Mathematics	Representative of Science, Mathematics and Technologies
Karen Wong	Coordinator of Institutional Effectiveness	Representative of Planning, Research, and Institutional Effectiveness
Lavinia Zanassi	Faculty Coordinator/ Counselor for Career Services	Representative of Counseling Division

## Access

Skyline College is committed to providing open access to all students interested in its programs, services, and the opportunities and experiences afforded its communities. However, providing open access is not sufficient if it does not result in equitable outcomes. Through its campus based research (CBR) Skyline College has identified members of its communities that are underrepresented on its campus and will be the focus of activities designed to address the disproportionate impact they experience.

### 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 San Mateo County.

Target Population(s)	# of your college's total enrollment in Fall 2013 – Spring 2014	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	*P-Index
<b>Example Group</b>				
American Indian / Alaska Native	16	0.2%	0.2%	1.00
Asian	3,298	33.1%	27.0%	1.23
Black or African American	235	2.4%	2.6%	0.91
Hispanic or Latino	1,999	20.1%	23.3%	0.86
Native Hawaiian/ Pacific Islander	166	1.7%	1.4%	1.19
White	2,166	21.7%	43.9%	0.50
Some other race	-	-	-	-
More than one race	1,815	18.4%	2.4%	7.59
<b>Total of 8 cells above (Orange cells ** should = 100%)</b>		<b>100%**</b>	<b>100%**</b>	
Males	4,481	44.9%	48.9%	0.92
Females	5,271	52.9%	51.1%	1.03
Unknown	217	2.2%	NA	-
<b>Total of 3 cells above (Orange cells **should = 100%)</b>		<b>100%**</b>	<b>100%**</b>	
Current or former foster youth	91	0.9%	0.3%	3.16
Individuals with disabilities	610	6.5%	5.1%	1.27

<b>Target Population(s)</b>	<b># of your college's total enrollment in Fall 2013 – Spring 2014</b>	<b>% of your college's total enrollment (proportion)</b>	<b>% of adult population within the community served (proportion)</b>	<b>*P-Index</b>
Low-income students	4,371	43.1%	12.5%	3.45
Veterans	204	2.0%	5.5%	0.38

Table 1 \*The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

**GOAL A.**

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African-American	-.09, 2013-14	-.045	2020
Hispanic or Latino	-.14, 2013-14	-.070	2020
Veterans	-.42, 2013-14	-.210	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**NOTE:** One of the groups highlighted by the Campus Based Research as a disproportionately impacted group is our White Students with a p-index of .50. As one of three colleges in the San Mateo County, the population of white community members is the largest group by population in the county and which is largely outside of our service area. Employing an equity based framework for addressing the disproportionate impact for access, calls us to address the racially and ethnically diverse students who have been systematically and historically underrepresented in higher education. Data support that developing programs and interventions for addressing the disproportionate impact of our African-American and Hispanic students will benefit the greater student population.

**ACTIVITIES: A. ACCESS**

**A.1**

**Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
A.1	Hispanic Students	300

### **Activity Implementation Plan**

Skyline College has recently been recognized as a Hispanic Serving Institution (HSI), which has led to taking a critical look at what the student experience is upon their first interaction with the college when they come onto campus or seek information throughout the community. As one of Skyline College's largest group, Latino students are disproportionately impacted in the Access success indicator when compared to the overall Latino population in San Mateo County. While successful programs, such as Puente, Hermanos/as, and TRiO Student Support Services have provided academic and personal support to many Latino students, there are still efforts in need of improvement. Skyline College launched the pilot program, Middle School Outreach Project (MSOP), which provides access to information for Latino middle school students at Parkway Heights Middle School, supports them as they transition to South San Francisco High School, and eventually continue the pipeline support as they transition to Skyline College. In 2015, the Middle School Outreach Project received the J. Russell Kent Award from the San Mateo County School Board Association, for implementing creative leadership and community partnerships for empowering the young people of San Mateo County. Equity plan funds will provide an opportunity to enhance this project to include a more robust program and support at the high school level and eventually at Skyline College, as well as secure outreach, counseling support, and program materials for student participants.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
A.1	January 2016 – June 2020	\$10,000	Grant Funds - \$5,000, SSSP - \$3,000

### **Link to Goal**

The Middle School Outreach Project has been grant funded through the 2015 calendar year. Securing equity funds to continue this program and continue to enhance the program planning to meet the needs of the MSOP participants, as they progress through the educational pipeline will provide a seamless system that highlights the partnerships between the middle school, high school, and Skyline College. It is no longer sufficient to work with current high school students and MSOP participants have the opportunity to invite their family and community members to learn about the process of higher education and the college culture. Researchers like Angela Valenzuela draw attention and critique the public education system for promoting subtractive schooling and thereby discouraging students of color from pursuing higher education. MSOP is precisely focused on expanding the Latino pipeline to accessing education and directly impacts the access success indicator by increasing the Latino student population enrolling at Skyline College.

**Evaluation**

- Quantitative data increased enrollment rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process and will be included within the Counseling Division APP.

**ACTIVITIES: A. ACCESS**

**A.2**

**Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
A.2	Hispanic Students	1,300

**Activity Implementation Plan**

Best practices across the California Community College system for providing outreach and access to the Latino student population includes campus wide collaboration efforts that leverage the campus, local community, and local school districts to create a partnerships for increasing awareness and access to higher education. Skyline College provides outreach events to prospective students, which often include providing SSSP core services. While these efforts will continue to be primarily funded through SSSP, Skyline College will expand these programs to include educational components with critical information including but not limited to financial aid, enrollment processes, academic programs, CTE, and transfer pathways. Faculty and staff involved in outreach efforts (e.g. Outreach department, English Language Institute, Academic and CTE programs, etc.) will collaborate to design, implement, and evaluate a large scale community event for prospective Latino students, their families, high school educators, and community partners. Rock the School Bells is a best practice at Skyline College for providing a one-day conference aimed to empower and educate youth and students about the importance of higher education and career exploration through culturally relevant pedagogy. This large scale event hosts more than 2,000 youth and students from middle schools and high schools all over the bay area have attended the conference since 2007 and will serve as a model for developing an outreach program designed to meet the needs

of the Latino community in San Mateo County. Equity funds will provide direct support for event supplies and materials, faculty and staff support, and dedicated funds for translation services for printed and web materials.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
A.2	January 2016 – June 2020	\$20,000	Fund 1- \$12,000, Grant Funds- \$8,000

### ***Link to Goal***

In an effort to streamline the programs and initiatives Skyline College is implementing to promote access to higher education for Latino students, this campus/community event will be integrated with existing programs such as the Middle School Outreach Project, Puente, Hermanos/as, CIPHER (Center for Innovative Practices through Hip Hop Education and Research), Rock the School Bells, and academic programs. This is the next step in our Latino educational pipeline to higher education initiatives and will impact the enrollment of Latino students at Skyline College.

### ***Evaluation***

- Quantitative data increased enrollment rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process and will be included within both the Enrollment Services Division APP and the Counseling Division APP.

### **A.3**

#### ***Activity Type(s):***

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

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

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
A.3	African-American Students	100

**Activity Implementation Plan**

African-American students represent just over 3% of the overall Skyline College student population. Without a critical mass, it is often difficult for disproportionately impacted students to feel a sense of belonging to the institution. We recognize that issues of race and ethnicity are central to dialogue and work for equity. For the past two years we have hosted a Brothers & Sisters Conference with money from the President’s Innovation Fund to promote higher education to African-American high school juniors and seniors in our local service area. Data from past participants indicate that some of the major barriers to accessing higher education are 1) Financial constraints, 2) Lack of knowledge of programs and services, and 3) Lack of confidence that institutions of higher education can meet the diverse needs of the African-American community. In an effort to increase access to Skyline College for African-American students, we would like to 1) increase our capacity to have more students attend, 2) to provide more direct support to African-American students who attend, 3) include a parent/community education strand to the conference, and 4) provide continuing case management for those participants who are seniors and can seamlessly transition to Skyline College, as well as those who are juniors and could receive some follow through support throughout their senior year in high school. Equity funds will support to enhance the program by increasing the number of participants to double its current scope, include a strand on Financial Aid for parents/caregivers, include a strand for HS counselors on building cultural competency, and ensuring that transportation to and from the event is not a barrier for accessing the program. A strong collaboration from Enrollment Services, Outreach, Counseling, Instruction, Financial Aid, and our High School partners will be key in taking this faculty initiative to a full institutional scale. We intend to contract services for additional support and guidance on the minority male initiative with the A2MEND- African American Male Education Network & Development. Focus groups will be conducted with consultation from the minority male initiative work that comes from the A2MEND- African American Male Education Network & Development to help inform program development and ongoing activities outside of Brothers & Sisters Conference.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
A.3	Spring 2016 – Spring 2020	\$30,000	General Fund \$22,000

### **Link to Goal**

Best practices support that providing students with culturally relevant pedagogies and support are key to student success. From an access perspective, Skyline aims to fundamentally shift how we think about inviting community members to become students, especially for those who are from disproportionately impacted groups of students. This event will serve as the signature event for African-American students to learn about the different pathways to higher education and the role that the community colleges, namely Skyline College, can play in those pathways. It will provide timely and relevant information for prospective students, parents/guardians, and high school partners. The goal is to increase the number of African-American students who choose Skyline College and we believe that this program will allow for us to make contact with 11<sup>th</sup> grade students and remain connected throughout their last year in high school. They can then become participants in our Summer Bridge Academy after graduation from high school, should they choose to participate in the Skyline College Promise (more detail in A.4).

### **Evaluation**

- Quantitative and qualitative data are assessed as part of the Annual Program Planning (APP) process. Annual review of representation of African-American students enrolled at Skyline College, based on their proportion of the county.

### **A.4**

#### **Activity Type(s):**

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

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

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
A.4	Hispanic, Veteran, African-American, Foster Youth	105

### ***Activity Implementation Plan***

Since 2006, Skyline College has successfully supported hundreds of local high school students in the six-week summer “Jump Start” program, which is designed to help students upgrade their skills in English, math, and critical thinking and college success skills. Students are often credit-deficient and nominated by a high school teacher, counselor, or administrator to be considered for this program.

The Skyline College Promise is designed to incentivize students to enroll full-time by accessing a variety of support programs and service to ensure on-time goal completion, promoting students to “Get In. Get Through. Get Out...on time.” Therefore, the Skyline Scholars Academy will be a six-week summer bridge program for student participants in the Skyline College Promise. High school graduates who enroll in the Academy will receive cohort accelerated instruction and student support services by enrolling in the following courses: English, Math, College Success Skills, and a General Elective. Using a scaffolding method of support, students will receive assistance revising and continuing to plan their academic and career goals, as they work with peer mentors, instructional faculty, and counseling faculty. Identifying a program of study will be a culminating activity of the summer bridge program to streamline the integration into CTE or academic programs. Successful completion of the summer bridge program will grant students additional support as they begin their first semester at Skyline College with priority consideration for programs such as EOPS, TRiO, Learning Communities 2.0, CAAs, SparkPoint Center, and other Learning Communities. Funding for the summer bridge program will include faculty (instructional and counseling), peer mentors, staff support, course materials, a starter college kit for students, and transportation support (e.g. BART or metro cards).

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
A.4	Spring 2016 – Spring 2020	\$60,000	General Fund \$80,000

### ***Link to Goal***

Best practices support that providing students with culturally relevant pedagogies and support are key to student success. From an access perspective, Skyline aims to fundamentally shift how we think about inviting community members to become students, especially for those who are from disproportionately impacted groups of students. The Skyline Promise includes components to incentive students enrolling full-time by providing financial support in the form of assistance for fees, textbooks, transportation, childcare, as well as a case management model of intrusive advising to ensure that students complete their certificate or degree in a timely manner. The Skyline Scholars Academy mitigates access issues by introducing and accelerating students to complete as many units as successfully as possible in the first year, which will then impact continued persistence and success.

***Evaluation***

- Quantitative data increased enrollment rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and qualitative data are assessed as part of the Annual Program Planning (APP) process. Annual review of representation of Hispanic, Veteran, and African-American students enrolled at Skyline College, based on their proportion of the county.

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# Success Indicator: Course Completion

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Successful Course Completion forms the foundation of student success and achievement. It is the most basic component of certificate and degree completion, and transfer. Therefore, equity in course completion is essential if equity in achievement is ever to be realized. Historically underrepresented and disadvantaged student populations require additional resources in order to support their success in the classroom. Additionally, and even more importantly, faculty in the classroom must have the skills needed in order to structure the classroom experience in a way that achieves equity and maximizes learning and success. Skyline College's activities are designed to address the disproportionate impact experienced by students identified through its Campus-Based Research (CBR).

## CAMPUS-BASED RESEARCH: COURSE COMPLETION

### **A. 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. Calculate course completion rates by dividing:

Rate	Denominator	Numerator
<b>Rate of Course Completion</b>	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	Enrollment	Successful Course Completion Count	Successful Course Completion Rate	*80% Index	Comparison to Reference Group
American Indian / Alaska Native	103	67	65.0%	92.0%	-5.7%
Asian	9,910	6,999	70.6%	99.9%	-0.1%
Filipino	10,279	6,861	66.7%	94.4%	-3.3%
Black or African American	2,131	1,080	50.7%	71.7%	-20.0%
Hispanic or Latino	10,497	6,187	58.9%	76.4%	-11.8%
Native Hawaiian or other Pacific Islander	811	438	54.0%	76.4%	-16.7%
White	10,261	7,253	70.7%	100%	-
Some other race	1,323	915	69.2%	97.8%	-1.5%
More than one race	10,329	6,453	62.5%	88.4%	-8.2%
<b>All Students</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>		
Males	26,009	16,798	64.6%	98.5%	-1.0%
Females	28,620	18,765	65.6%	100%	-
Unknown	1,015	690	68.0%	NA%	-
<b>All Students</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>		
Current or former foster youth	654	336	51.4%	78.7%	-13.9%
Not Foster Youth	54,990	35,917	65.3%	100%	-
<b>All Students</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>		
Individuals received DSPS services	3,680	2,367	64.3%	98.6%	-0.9%
No DSPS services	51,964	33,886	65.2%	100%	-
<b>All Students</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>		
Low-income students	26,597	16,427	61.8%	90.5%	-6.5%
Not low-income	29,047	19,826	68.3%	100%	-
<b>All Students</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>		
Veterans	1,227	858	69.9%	100%	-
Not Veterans	54,417	35,395	65.0%	93.0%	+4.9%
<b>All Students</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>		

Table 2 \*The 80% Rule methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered an adverse – or disproportionate – impact.

		1	2	3	4		
Equity Gap	Student Group	Gap in comparison to the Reference Group, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	Enrollment	=	Gap in Successful Course Completion
Largest Gap	Black or African American	-20.0%	.200	x	2,131	=	426
Second Largest	Hispanic or Latino	-11.8%	.118	x	10,497	=	1,239
Third Largest	Native Hawaiian or other Pacific Islander	-16.7%	.167	x	811	=	135
Fourth Largest	Current or Former Foster Youth	-13.9%	.139	x	654	=	91

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION**

**GOAL B.**

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	-20.0%, 2013-14	-10.0%	2020
Hispanic or Latino	-11.8%, 2013-14	-5.9%	2020
Native Hawaiian or other Pacific Islander	-16.7%, 2013-14	-8.35%	2020
Current or Former Foster Youth	-13.9%, 2013-14	-6.95%	2020

\*Expressed as either a percentage or number. \*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: B. COURSE COMPLETION**

**B.1**

**Activity Type(s):**

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

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

ID	Target Group(s)	# of Students Affected
B.1	African-American	100
	Hispanic	250
	Native Hawaiian- Pacific Islander	50

**Activity Implementation Plan**

Supplemental Instruction (SI) and Peer Tutoring have been shown to positively impact student success. However, SI and Peer Tutoring is only being utilized at Skyline College in a few courses outside of English, ESOL and Math. An expansion of the SI and Peer Tutoring program will positively affect Course Completion, ESL/Basic Skills progression, Degree/Certificate Completion and Transfer by targeting courses with higher than average rates of student failure throughout the entire student pathway to completion, as opposed to the current focus on below transfer and first semester courses. The College will use equity plan funding to hire additional Supplemental Instruction (SI) leaders in identified courses.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Spring 2016 – Spring 2010	\$51,000	General Fund- \$125,000

**Link to Goal**

Expanding SI and Peer Tutoring to an additional 20 courses that are not in the basic skills sequence and gatekeeper courses (e.g. transfer math, science, social science, business, etc) with high D, F, or W grades. The Dean of Academic Support and Learning Technology will work with the Planning Research and Institutional Effective office to determine which courses have higher numbers of disproportionately impacted students and prioritize them for these expanded SI and Peer Tutoring support. With this intentional equity lens, counseling faculty can help disproportionately impacted students identify those transfer level courses, in which to enroll to have the additional instructional support. With guided academic counseling, disproportionately impacted students can select a course schedule that threads the SI and Peer Tutoring throughout each semester. Additionally,

**Evaluation**

- Quantitative data of course completion rates for SI and non-SI sections, disaggregated (e.g. race, ethnicity, gender, etc.)
- Qualitative assessment of student experience with SI and Peer Tutoring.
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

**B.2**

**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
X	Research and Evaluation	X	Professional Development		

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

ID	Target Group	# of Students Affected
B.2	African-American	100
	Hispanic	250
	Native Hawaiian- Pacific Islander	50

**Activity Implementation Plan**

The Center for Teaching and Transformative Learning (CTTL) will provide professional development opportunities for faculty in all subject areas that focus on emerging pedagogical practices for teaching African-American, Hispanic, and Native Hawaiian- Pacific Islander students. As content experts, faculty recognize that there is room for integrating culturally relevant pedagogy and instruction practices to teach a diverse student community. The CTTL will collaborate with key experts to bring high quality, high impact teaching practices to the faculty and staff, with the focus of impacting student success.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Spring 2016 – Spring 2020	\$20,000	General Fund \$45,000

**Link to Goal**

The number one factor in influencing the successful course completion of all students is the faculty in the classroom. Therefore, in order to improve successful course completion rates, professional development focused on addressing identified equity gaps is essential.

***Evaluation***

- Quantitative data on successful course completion rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

## Success Indicator: ESL and Basic Skills Completion

The majority of community college students whose goals are to pursue certificate, degree, or transfer begin their educational journey in below transfer-level coursework (i.e., Basic Skills). The unfortunate reality for these students is that far too few ever successfully complete transfer-level coursework in math and/or English once sentenced to the basic skills pathway. Placing more students directly into transfer-level course work is part of the solution to this obvious problem. Historically underrepresented and disadvantaged student populations require additional resources in order to support their success in the classroom. Additionally, and even more importantly, faculty in the classroom must have the skills needed in order to structure the classroom experience in a way that achieves equity and maximizes learning and success. Skyline College’s activities are designed to address the disproportionate impact experienced by students identified through its Campus-Based Research (CBR).

### 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 such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
<b>Rate of ESL and Basic Skills Completion</b>	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	Enrollment	Successful Course Completion Count	Successful Course Completion Rate	*80% Index	Comparison to Reference Group
American Indian / Alaska Native	9	4	44.4%	57.5%	-32.9%
Asian	1,253	968	77.3%	100%	-
Black or African American	281	157	55.9%	72.3%	-21.4%
Filipino	1,490	1,088	73.0%	94.5%	-4.3%
Hispanic or Latino	1,492	983	65.9%	85.3%	-11.4%

Target Population(s)	Enrollment	Successful Course Completion Count	Successful Course Completion Rate	*80% Index	Comparison to Reference Group
Native Hawaiian or other Pacific Islander	119	80	67.2%	87.0%	-5.8%
White	1,029	709	68.9%	89.2%	-4.1%
Some other race	143	97	67.8%	87.8%	-5.2%
More than one race	1,334	901	67.5%	87.4%	-5.5%
<b>All Students</b>	<b>7,150</b>	<b>4,987</b>	<b>69.7%</b>		
Males	3,516	2,405	68.4%	95.9%	-2.9%
Females	3,545	2,528	71.3%	100%	-
Unknown	89	54	60.7%	-	-
<b>All Students</b>	<b>7,150</b>	<b>4,987</b>	<b>69.7%</b>		
Current or former foster youth	71	40	56.3%	80.6%	-13.6%
Not Foster Youth	7,079	4,947	69.9%	100%	-
<b>All Students</b>	<b>7,150</b>	<b>4,987</b>	<b>69.7%</b>		
Individuals received DSPS services	386	255	66.1%	94.4%	-3.9%
No DSPS services	6,764	4,732	70.0%	100%	-
<b>All Students</b>	<b>7,150</b>	<b>4,987</b>	<b>69.7%</b>		
Low-income students	3,819	2,657	69.6%	99.5%	-0.3%
Not Low-income students	3,331	2,330	69.9%	100%	-
<b>All Students</b>	<b>7,150</b>	<b>4,987</b>	<b>69.7%</b>		
Veterans	129	54	41.9%	59.6%	-38.4%
Not Veterans	7,021	4,933	70.3%	100%	-
<b>All Students</b>	<b>7,150</b>	<b>4,987</b>	<b>69.7%</b>		

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Reference Group, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	Enrollment	=	Gap in ESL and Basic Skills Completion
Largest Gap	Black or African American	-21.4%	<u>.214</u>	x	281	=	78
Second Largest	Hispanic or Latino	-11.4%	<u>.114</u>	x	1,492	=	219
Third Largest	Current or former foster youth	-13.6%	<u>.136</u>	x	71	=	10
Fourth Largest	Veterans	-38.4%	<u>.384</u>	x	129	=	50

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

**GOAL C.**

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	-21.4%, 2013-14	-10.7%	2020
Hispanic or Latino	-11.4%, 2013-14	-5.7%	2020
Current or former foster youth	-13.6%, 2013-14	-13.6%	2020
Veterans	-38.4%, 2013-14	-19.2%	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

**C.1**

***Activity Type(s):***

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

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

ID	Target Group(s)	# of Students Affected
C.1	African-American	100
	Hispanic or Latino	200
	Foster Youth	30
	Veterans	30

**Activity Implementation Plan**

Supplemental Instruction (SI) and Peer Tutoring have been shown to positively impact student success. However, SI and Peer Tutoring is only being utilized at Skyline College in a few courses outside of English, ESOL and Math. An expansion of the SI and Peer Tutoring program will positively impact ESL/Basic Skills progression by targeting courses with higher than average rates of student failure throughout the entire student pathway to completion, as opposed to the current focus on below transfer and first semester courses. The College will use equity plan funding to hire additional Supplemental Instruction (SI) leaders for Math 120, Math 190, English 848, and ESOL 400.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Summer 2016 – Spring 2020	\$32,000	General Fund - \$13,000

**Link to Goal**

Integrated SI and Peer Tutoring in selected basic skills courses that are currently not funded through BSI funds, will provide an opportunity for students in basic skills courses to receive the intentional academic support to achieve success. Counseling faculty, English Language Institute faculty and staff, and the offices of the divisions of Science, Math, Technology, and Language Arts will be able to inform students of course offerings that have the embedded support of SI and Peer Tutoring. With increased opportunities to enroll in basic skills courses with this level of support, students have more opportunities to be successful and therefore, improve their course completion rates for this indicator.

**Evaluation**

- Quantitative data on successful completion rates for ESOL and Basic Skills courses, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

**C.2**

**Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
C.2	Students on Academic Probation	200

**Activity Implementation Plan**

Students on Academic Probation are disproportionately impacted for completing courses or overrepresentation in the Basic Skills courses overall. Our current program (Early Alert) for working with student on academic probation does not have the capacity to provide intentional, timely, and intrusive intervention for students on academic probation. Our current program is under revision, including transitioning the name from Student Success Program to a more relevant and descriptive name. Currently, students experience some confusion with Student Success & Support Program (SSSP) and the probation program (Student Success Program). Since it operates from a strengths-based paradigm, the probation program will incorporate the framework of the Strengths Quest inventory to guide dialogue and planning for students to make an action plan for improving their academic standing. The utilization of this inventory for students on academic probation can inform how we might use this tool throughout the student services division. However, the largest lift in this area includes enhancing the predictive analytics of technology to assist in identifying students with early alerts BEFORE they are on academic probation. Skyline College would like to explore the technology platforms via services such as, Starfish Retention Solutions, Ellucian Pilot, or Civitas for identifying the student engagement platform to provide students with timely and key interventions.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Spring 2016 – Fall 2018	\$25,000	SSSP \$85,000

**Link to Goal**

Providing relevant and timely support is critical for students who are experiencing a level of distress in their courses. For ESOL and Basic Skills students, the support is even more critical to ensure timely progression to transfer level courses. While all students would benefit from the Early Alert program, disproportionately impacted students in this success indicator have little to no room for prolonging their course sequence. The combination of SSSP and Student Equity Funds will secure dedicated counseling and student support for students in ESOL and basic skills courses. Successful executive of providing relevant and timely support will result in improved rates of ESOL and Basic Skills completion rates for disproportionately impacted groups.

**Evaluation**

- Quantitative data on successful ESOL and Basic Skills course completion rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

**C.3**

**Activity Type(s):**

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

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

ID	Target Group	# of Students Affected
C.3	Basic Skills Students	135

**Activity Implementation Plan**

Math presents one of the major barriers for student successful academic progression towards certificate or degree completion. Many high school students entering college have a gap year of math between 11<sup>th</sup> and 12<sup>th</sup> grade before arriving to their first year of college. Math Jam is a two-week bridge allowing students to strengthen their areas for development and prepare them for transfer level math. For students returning

to college, math jam gives them an opportunity to review their math skills and prepare for their placement. Math jam has been grant funded to support a cohort of 45 students per session and we recognize that scaling this program to support at least three cohorts will address the disproportionately impacted groups.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Summer 2016 – Fall 2018	\$45,000	Grant Fund- \$35,000 (expires Summer 2016)

***Link to Goal***

Research supports that the fewer loss points students experience while in basic skills sequences, the more likely students are to complete their courses. The SSSP implementation team is exploring providing support and placement exam opportunities for students in the spring semester of 11<sup>th</sup> grade, as local data research show that many high school students stop taking math courses after this semester. These data support the initiative of providing assessment in the 11<sup>th</sup> grade year, since math scores are valid for two years. However, for those who would like to participate in Math Jam, they receive the opportunity to mitigate the loss points, therefore supporting the improved success rates for disproportionately impacted groups.

***Evaluation***

- Quantitative data on successful basic skills course completion rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process

## Success Indicator: Degree and Certificate Completion

The majority of students at Skyline College intend to complete a certificate, degree, and/or transfer. Data from the previous success indicators show the progression of disproportionately impacted groups not completing courses, which in turn leads to lower rates of degree and certificate completion.

### CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

#### C. 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. Calculate degree and certificate completion rates by dividing:

Rate	Denominator	Numerator
<b>Degree and Certificate Completion</b>	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	Enrollment	Successful Course Completion Count	Successful Course Completion Rate	*80% Index	Comparison to Reference Group
American Indian / Alaska Native	12	3	25.0%	101.6%	+0.4%
Asian	1,101	249	22.6%	91.9%	-2.0%
Black or African American	255	51	20.0%	81.3%	-4.6%
Filipino	1,114	274	24.6%	100.0%	-
Hispanic or Latino	1,253	283	22.6%	91.9%	-2.0%
Native Hawaiian or other Pacific Islander	125	36	28.8%	117.1%	+4.2%
White	1,111	232	20.9%	85.0%	-3.7%
Some other race	372	98	26.3%	106.9%	+1.5%

Target Population(s)	Enrollment	Successful Course Completion Count	Successful Course Completion Rate	*80% Index	Comparison to Reference Group
More than one race	583	108	18.5%	75.2%	-6.1%
<b>All Students</b>	<b>5,926</b>	<b>1,334</b>	<b>22.5%</b>		
Males	2,739	609	22.0%	96.2%	-0.9%
Females	3,077	704	22.9%	100%	-
Unknown	110	27	24.5%	107.3%	-
<b>All Students</b>	<b>5,926</b>	<b>1,334</b>	<b>22.5%</b>		
Current or former foster youth	9	0	0%	-	-
Not Foster Youth	5,917	1,334	22.5%	-	-
<b>All Students</b>	<b>5,926</b>	<b>1,334</b>	<b>22.5%</b>		
Individuals received DSPS services	409	99	24.2%	100%	-
No DSPS services	5,517	1,235	22.4%	92.5%	-1.8%
<b>All Students</b>	<b>5,926</b>	<b>1,334</b>	<b>22.5%</b>		
Low-income students	3,138	747	23.8%	100%	-
Not Low-income students	2,788	587	21.1%	88.4%	-2.7%
<b>All Students</b>	<b>5,926</b>	<b>1,334</b>	<b>22.5%</b>		
Veterans	137	24	17.5%	77.4%	-5.1%
Not Veterans	5,789	1,310	22.6%	100%	-
<b>All Students</b>	<b>5,926</b>	<b>1,334</b>	<b>22.5%</b>		

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Reference Group, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	Enrollment = Gap in Degree and Certificate Completion
First Largest	Black or African American	-4.6%	.046	x	255 = 12
Second Largest	Veterans	-5.1%	.051	x	137 = 7
Third Largest	Current or former foster youth	-	=	x	- = -

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

**GOAL D.**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	-4.6%, 2013-14	-2.3%	2020
Veterans	-5.1%, 2013-14	-2.55%	2020
Current or former foster youth	- , 2013-14	No gap using the 80% index	2020

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1**

**Activity Type(s):**

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

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

ID	Target Group(s)	# of Students Affected
D.1	African-American	50
	Veterans	35
	Foster Youth	25

**Activity Implementation Plan**

Skyline College strives to generate and support a Transfer Culture and a Career Culture that each promote certificate and degree completion. To this end, we recognize that promoting transfer and career readiness is the work of the entire school community and have identified three key strategies that will address the disproportionately impacted groups, as well as all Skyline students: 1) Financial Coaching, 2) Supplemental Instruction and Tutoring beyond basic skills courses, and 3) Learning Communities 2.0.

There are many barriers and life stressors that are not based on academic capabilities, but often pose a challenge for students as they work to complete a degree or certificate, such as family obligations, health concerns, and financial stability. Skyline College recognizes that students who are struggling with the latter benefit from intentional and timely support to gain financial stability and security. Skyline College is the first college in California to have a SparkPoint Center. Modeled on the Annie E. Casey Foundation’s “Centers for Working Families,” SparkPoint is part of a regional United Way of the Bay Area network of financial education centers designed to serve individuals and families who are working to achieve financial self-sufficiency. Services, such as financial coaching, financial literacy, and access to scholarship support for CTE programs, provide Skyline students with the opportunities to gain a skill set that follows an individualized pathway for financial stability. SparkPoint services are viewed as a retention strategy for students, as program data for the 2014-2015 academic year show that students who receive 1 service persist fall to spring at 83%, 2 services (91%), and 3 services (97%), compared to the college wide fall to spring retention of just under 60%. Therefore, increasing FTE in financial coaching to work directly with Veterans, Foster Youth, and African-American students will address the disproportionate impact for completion.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	November 2015	\$50,000	\$52,000 (external grants)

**Link to Goal**

Financial Coaching is available to all students, however, in an effort to address the disproportionately impacted groups, dedicated coaching hours for Veterans, Foster Youth, and African-American students will secure access to these services. The Guardian Scholars Program for foster youth has included financial coaching as of the engagement activities to remain active in the program. The Veterans Resource Center will host dedicated time in their space to have a financial coach meet with all new Veteran students and offer continued services after the first semester. SparkPoint will be able to offer dedicated financial coaching to programs such as ASTEP (African American Success Through Excellence and Persistence). These activities are designed to improve the rates of successful certificate and degree completion of disproportionately impacted groups.

**Evaluation**

- Quantitative data on successful certificate and degree completion rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process as part of the Counseling Division.

**D.2**

**Activity Type(s):**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	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(s)	# of Students Affected
D.2	African-American	80
	Veterans	30
	Foster Youth	15

**Activity Implementation Plan**

Best practices support that learning communities that promote a structured curriculum with intrusive academic and personal support via a cohort model are effective in promoting student success. Skyline College has a variety of learning communities that are focused on the needs of diverse affinity groups based on ethnic affiliation, cultural affiliation, career affiliation, and academic affiliation. With 12 diverse learning communities (See Attachments), Skyline College recognizes the need to streamline the intentional linking of courses through four consecutive semesters, offering curriculum pathway guides towards major/certificate/degree completion. The Learning Communities 2.0 will provide an opportunity for existing learning communities to evolve to transfer focused curriculum that provides a scalable and sustainable structure for instruction, intrusive advising, and activities that promote student success and transfer throughout each semester. With equity funds support, intensive professional development for faculty teaching in the Learning Communities 2.0, curriculum alignment and adaptation, and dedicated coordination will be provided.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.2	Spring 2016 – Spring 2020	\$55,000	General Funds - \$80,000; Grant Funds - \$75,000

***Link to Goal***

Learning Communities allow students to enroll in a preset group of classes with other students who share the same passions, interests, or specific field of study. By linking basic skills courses, G.E. requirements, and relevant, student-focused curriculum, learning communities help to promote pathways to earning a degree. Learning Communities 2.0 provide a purposeful cohort experience that will engage disproportionately impacted groups and increasing successful course completion , term-to-term retention, and on-time completion.

***Evaluation***

- Quantitative data on successful certificate and degree completion rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

# Transfer

## CAMPUS-BASED RESEARCH: TRANSFER

### C. 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. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
<b>Transfer</b>	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of (the denominator) who actually transfer after one or more years.

Target Population(s)	Enrollment	Successful Course Completion Count	Successful Course Completion Rate	*80% Index	Comparison to Reference Group
American Indian / Alaska Native	6	1	16.7%	-	-
Asian	456	264	57.9%	100%	-
Black or African American	55	29	52.7%	91.1%	-5.2%
Filipino	377	155	41.1%	71.0%	-16.8%
Hispanic or Latino	311	144	46.3%	80.0%	-11.6%
Native Hawaiian or other Pacific Islander	47	21	44.7%	77.2%	-13.2%
White	333	183	55.0%	94.9%	-2.9%
Some other race	188	109	58.0%	100%	-
More than one race	1	1	100%	-	-
<b>All Students</b>	<b>1,774</b>	<b>907</b>	<b>51.1%</b>		
Males	865	460	53.2%	100%	-
Females	874	427	48.9%	91.9%	-4.3%
Unknown	35	20	57.1%	-	-
<b>All Students</b>	<b>1,774</b>	<b>907</b>	<b>51.1%</b>		

Target Population(s)	Enrollment	Successful Course Completion Count	Successful Course Completion Rate	*80% Index	Comparison to Reference Group
Current or former foster youth	114	7	6.1%	12.0%	-45.2%
Not Foster Youth	1,754	900	51.3%	100%	-
<b>All Students</b>	<b>1,774</b>	<b>907</b>	<b>51.1%</b>		
Individuals received DSPS services	86	43	50.0%	97.7%	-1.2%
No DSPS services	1,688	864	51.2%	100%	-
<b>All Students</b>	<b>1,774</b>	<b>907</b>	<b>51.1%</b>		
Low-income students	905	482	53.3%	100%	-
Not Low-income students	869	425	48.9%	91.8%	-4.4%
<b>All Students</b>	<b>1,774</b>	<b>907</b>	<b>51.1%</b>		
Veterans	236	91	38.6%	83.5%	-7.6%
Not Veterans	1,767	816	46.2%	100%	-
<b>All Students</b>	<b>1,774</b>	<b>907</b>	<b>51.1%</b>		

		1	2	3	4		
Equity Gap	Student Group	Gap in comparison to the Reference Group, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	Enrollment	=	Gap in Transfer Rates
Largest Gap	Current or former foster youth	-45.2%	.452	x	114	=	52
Second Largest	Filipino	-16.8%	.168	x	377	=	64
Third Largest	Hispanic or Latino	-11.6%	.116	x	311	=	36
Fourth Largest	Native Hawaiian or other Pacific Islander	-13.2%	.132	x	47	=	6

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER**

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**GOAL E.**

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
Current or former foster youth	-45.2%, 2013-14	-22.6%	2020
Filipino	-16.8%, 2013-14	-8.9%	2020
Hispanic or Latino	-11.6%, 2013-14	-5.8%	2020
Native Hawaiian or other Pacific Islander	-13.2%, 2013-14	-6.6%	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: E. TRANSFER**

**E.1**

***Activity Type(s):***

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

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

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
E.1	Filipino Students	125
	Hispanic Students	125

### ***Activity Implementation Plan***

As stated in the Certificate and Degree Completion section, Skyline College strives to promote and support a Transfer Culture that is embodied throughout the entire campus. Promoting a Transfer Culture in an institutional commitment that involves faculty, staff, students, and administration being dedicated to supporting initiatives and efforts throughout campus, as represented in the Transfer Advisory Committee (See Attachments). The fall Transfer Conference is one that draws hundreds of students to receive timely information and dedicated support for preparing for transfer. Noting that Filipino and Hispanic students are two of the largest student populations, yet disproportionately impact in transfer rates, the fall Transfer Conference is currently under revision to address the gaps. Therefore, the Transfer Center faculty and staff are collaborating with key faculty, staff, and students to identify conference sessions and strands that would promote transfer among Filipino and Hispanic students, addressing cultural community needs and information sessions for their families. This conference redesign involves the Transfer Center faculty and staff collaborating with their counter parts in the following programs: Puente, TRiO Student Support Services, Kababayan (Filipino student learning community), the CIPHER (Center for Innovative Practices through Hip Hop Education & Research), and EOP&S.

In addition to the Transfer Conference, equity funds will support 5-7 (\$2200) additional College Visit Tours for the local bay area, one of which will be focused for first year students, as part of the Skyline Promise initiative.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
E.1	Spring 2016- Fall 2020	\$24, 000	\$9,000, General Fund

### ***Link to Goal***

Building a Transfer Culture includes offering access to information on transfer as soon as possible. Often, information about Transfer is available for all students, but only second and third year students actively engage. Revising the conference program curriculum for the Transfer Conference and identifying continued collaboration with key programs throughout campus is one strategy to engage disproportionately impacted students groups. The conference promotes transfer and provides students with an experiential opportunity to learn key information to make an informed decision about transfer as soon as possible.

### **Evaluation**

- Quantitative data on successful transfer rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

### **E.2**

#### **Activity Type(s):**

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

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

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
E.2	Filipino	40
	Hispanic	40
	Foster Youth	25
	Native Hawaiian- Pacific Islander	15

#### **Activity Implementation Plan**

The Transfer Center provides 4 College Tours for Skyline College students and collaborates with other programs for affinity group tours, such as TRiO, EOP&S, and Guardian Scholars Program. One of the challenges is offering a variety of college tours and enough opportunities for more students to participate, ideally within a student's first year. A component of fostering a Transfer Culture throughout the campus, with a specific focus on the disproportionately impacted groups, the Transfer Center faculty and staff will offer 4 additional college tours for these student populations. In collaboration with the MESA faculty coordinator, the Transfer Center faculty and staff will ensure that one of the additional tours focuses on disproportionately impacted students who are also STEM majors. It is critical for this student population to learn within the first two semesters the requirements for transfer into a STEM program at the four-year colleges and universities.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
E.2	Spring 2016 – Spring 2020	\$15,000	General Fund - \$21,500

***Link to Goal***

College Tours provide students with an experiential opportunity to visit and learn information about transfer to a CSU, UC, and/or Private non-profit colleges and universities. They promote transfer and provides students with an opportunity to learn key information to make an informed decision about their academic program and about transfer as soon as possible, thereby increasing the successful transfer rates for the disproportionately impacted student groups.

***Evaluation***

- Quantitative data on successful transfer rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

**E.3**

***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\*:***

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
E.3	Filipino	200
	Hispanic	200

**Activity Implementation Plan**

The campus based research for transfer highlights how two of the largest student populations (Filipino and Hispanic students) are disproportionately impacted in successful transfer rates. Skyline College plans to engage in a multiple methods research to assess what institutional barriers, if any, are contributing to this transfer gap. As part of the Hispanic Serving Institution network, Skyline College has access to secure support, via contract services, with colleagues and experts on how to address this gap with Hispanic students. Similarly, Skyline College meets the eligibility criteria to become recognized as an Asian American and Native American Pacific Islander Serving Institution and plan to engage with colleagues at nearby community colleges and learn about effective programs to support transfer for this student population.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring 2016 – Fall 2016	\$18,000	Grant Funds - \$22,000

**Link to Goal**

Engaging in a multiple methods research in the first year to learn about what institutional barriers, if any, are contributing to the disproportionate impact will allow for Skyline College to identify activities for addressing this disproportionate impact.

**Evaluation**

- Final report of the findings with recommendations will be completed by December 2016.

**E.4**

**Activity Type(s):**

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

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

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
E.4	Foster Youth	55

**Activity Implementation Plan**

The Guardian Scholars Program was designed to provide foster youth and former foster youth with intrusive and wrap-around services that are similar to programs such as EOP&S and TRiO Student Support Services. Foster youth received dedicated counseling support through SSSP funds and a program services coordinator through an external grant. However, research supports that students who receive intensive, wrap-around services similar to case management are more likely to persist term to term. Therefore, the Guardian Scholars Program will hire a retention specialist whose primary responsibility is to provide the intensive follow-up and case management for foster youth in the program.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
E.2	Fall 2015 – Spring 2020	\$85,000	Grant Funds - \$7,000

**Link to Goal**

The retention specialist will supplement what students receive from the counseling faculty, by assisting students with progression throughout the indicators, including focusing on transfer. With increased support to guide students through multiple success indicators, including transfer, the rates of foster youth transferring are likely to increase.

**Evaluation**

- Quantitative data on successful transfer rates, disaggregated (e.g. race, ethnicity, gender, academic progress, foster youth, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

# Other College- or District-wide Initiatives Affecting Several Indicators

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

### ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

#### F.1

#### *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
F.1	Disproportionately impacted groups in each success indicator	N/A

**Activity Implementation Plan**

The Planning, Research, and Institutional Effectiveness office will support all planned activities through research and evaluation for each of the success indicators.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Fall 2015 – Spring 2020	\$8,000	General Fund - \$75,000

**Link to Goal**

Research and evaluation is necessary in order to determine impact of all proposed activities.

**Evaluation**

- Information required to accurately evaluate the implementation and impact of proposed activities will be provided on a regular cycle to support the implementation of the student equity plan.
- Will provide annual updates on progress towards achieving stated goals.

**F.2**

**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):**

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

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

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
F.2	Disproportionately impacted groups in each success indicator	N/A

**Activity Implementation Plan**

Skyline College is committed to student success and equity by valuing students’ success in achieving their goals and strengthening their voices as they transform their lives through their educational experience. Skyline College aims to close gaps that results in inequitable outcomes by ensuring that each student has the opportunity to succeed. From this perspective, Skyline College has a commitment to a comprehensive diversity framework that promotes social justice throughout all policies, procedures, and practices of the College. Therefore, the development of the Director for Student Equity and Success will serve as the academic administrator to provide leadership and direction in campus functions related to the academic, personal, and social needs of students from culturally and ethnically diverse backgrounds. Under the direction of the Vice President for Student Services, the Director will provide leadership and development for students, staff, faculty, and managers to continue to become culturally fluent in equity work and precise about how to improve overall student success.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
F.2	Spring 2016 – Spring 2010	\$142,000	General Fund- \$10,000; Grant Funds - \$4,000

**Link to Goal**

Intentional and intrusive engagement across the college community is critical for moving the needle when it comes to student success. The Director for Student Equity and Success will be the academic administrator responsible for ensuring the successful implementation and evaluation of Skyline College’s student equity plan, as well as integrating the Student Success & Support Program plan and the Basic Skills Initiative plan into the college’s institutional work for addressing equity gaps in student success. The combination of these efforts, via the Director of Student Equity and Success, will address the success gaps in multiple success indicators.

**Evaluation**

- Quantitative data on improved success of Access, Course Completion, ESOL/Basic Skills Completion, Certificate/Degree completion rates, and Transfer rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

**F.3**

**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):**

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

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

ID	Target Group	# of Students Affected
F.2	Disproportionately impacted groups in each success indicator	N/A

**Activity Implementation Plan**

The Director for Student Equity and Success will provide leadership and development for students, staff, faculty, and managers to continue to become culturally fluent in equity work and precise about how to improve overall student success. The Director will be responsible for collaborating with faculty and staff of key institutional initiatives/programs, such as learning communities, TRiO Student Support Services, EOP&S, CTE programs and others, to develop culturally relevant activities to support student

success. Activities that promote and support the recruitment and retention of disproportionately impacted and historically under-represented student groups to campus programs will be critical to closing the success gaps. Therefore, the Director will be able to provide the leadership and funding to support activities and student leadership opportunities that foster a supportive and inclusive environment for all students, faculty, and staff through programming efforts, trainings, and advocacy.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Spring 2016 – Spring 2010	\$18,000	General Fund- \$8,000; Grant Funds - \$15,000

***Link to Goal***

Intentional and intrusive engagement across the college community is critical for moving the needle when it comes to student success. The Director for Student Equity and Success will have an operating budget that will allow for programming activities to meet the immediate sociocultural programming needs of students. Student engagement is critical for feeling a sense of belonging in a college setting. Collaboration with key faculty and staff in programs including, but not limited to ASTEP (Academic Success Through Excellence and Persistence) Learning community for African-American students, CIPHER (Center for Innovative Practices through Hip Hop Education & Research), Career Advancement Academies, and the Learning Communities 2.0, is critical in developing an inclusive community.

***Evaluation***

- Quantitative data on improved success of Access, Course Completion, ESOL/Basic Skills Completion, Certificate/Degree completion rates, and Transfer rates, disaggregated (e.g. race, ethnicity, gender, academic progress, etc.)
- Quantitative and Qualitative data review are part of the Annual Program Planning (APP) process.

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## Summary Budget

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Skyline College will maximize resources by leveraging initiatives that were previously funded through external grant funds and creating opportunities for new activities to address the disproportionately impacted student groups in each success indicator. The collaboration of committees has ensured that Student Equity funds, Basic Skills Initiative funds, Student Success and Support Program funds are all complementing one another's activities to support student success. Sources of funding to support equity plan activities include both internal and external sources:

- Student Equity
- Basic Skills
- Student Success and Support Program
- EOPS
- DRC
- General fund allocations for support programs
- General fund allocations for salaries of faculty, staff, and academic administrators
- General fund allocations for faculty and staff professional development
- United Way of the Bay area (SparkPoint Center)
- Working Families Success Network (Achieving the Dream – SparkPoint Center)

Skyline College will continue to explore opportunities to submit grant applications through the U.S Department of Education, the U.S. Department of Agriculture (HSI), and the California Community Colleges Chancellor's Office grants.

## **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.).

[Budget and Accounting Manual \(BAM\)](#) 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
<b>1000</b>	<b>Academic Salaries: Position Title(s)</b>	<b># of Hours</b>										
	Director of Equity & Student Success	1.00		\$11,897	\$5,948	\$11,897	\$59,484	\$0	\$23,794	\$0	\$5,948	\$118,968
	Faculty – CCTL Emerging Practices			\$0	\$0	\$0	\$0	\$0	\$17,582	\$0	\$0	\$17,582
	Faculty – Summer/Scholars Bridge			\$0	\$0	\$0	\$0	\$0	\$35,165	\$0	\$0	\$35,165
	Faculty – Math Jam			\$0	\$0	\$0	\$0	\$0	\$0	\$39,781	\$0	\$39,781
	Faculty – Learning Communities			\$0	\$0	\$0	\$0	\$35,165	\$0	\$0	\$0	\$35,165
			<b>Subtotal</b>	\$11,897	\$5,948	\$11,897	\$59,484	\$35,165	\$76,541	\$39,781	\$5,948	<b>\$246,661</b>
<b>2000</b>	<b>Classified and Other Nonacademic Salaries: Position Titles</b>	<b># of Hours</b>	<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categoricals</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum Course Dev. &amp; Adaptation</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	Retention Specialist, GSP	1.00		\$0	\$54,096	\$0	\$0	\$0	\$0	\$0	\$0	\$54,096
	Financial Coach, SparkPoint	0.55		\$0	\$34,074	\$0	\$0	\$0	\$0	\$0	\$0	\$34,074
	SI Staff - Vertical Integration			\$0	\$0	\$0	\$0	\$0	\$0	\$23,457	\$0	\$23,457
	Peer Tutors – Vertical Integration			\$0	\$0	\$0	\$0	\$0	\$0	\$24,752	\$0	\$24,752
	SI Staff – ESL/Basic Skills			\$0	\$0	\$0	\$0	\$0	\$0	\$14,435	\$0	\$14,435

	Peer Tutors – ESL/Basic Skills			\$0	\$0	\$0	\$0	\$0	\$0	\$15,842	\$0	\$15,842
			<b>Subtotal</b>	\$0	\$88,170	\$0	\$0	\$0	\$0	\$78,486	\$0	<b>\$166,656</b>
<b>3000</b>	<b>Employee Benefits</b>		<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categoricals</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum Course Dev. &amp; Adaptation</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	Benefits – Director			\$3,187	\$1,594	\$3,187	\$15,936	\$0	\$6,374	\$0	\$1,594	\$31,872
	Benefits – Retention Specialist			\$0	\$25,284	\$0	\$0	\$0	\$0	\$0	\$0	\$25,284
	Benefits – Financial Coach SparkPoint			\$0	\$15,926	\$0	\$0	\$0	\$0	\$0	\$0	\$15,926
	Benefits – SI Staff – Vertical Integration			\$0	\$0	\$0	\$0	\$0	\$0	\$2,543	\$0	\$2,543
	Benefits – Peer Tutors – Vertical Integration			\$0	\$0	\$0	\$0	\$0	\$0	\$248	\$0	\$248
	SI Staff – ESL/Basic Skills			\$0	\$0	\$0	\$0	\$0	\$0	\$1,565	\$0	\$1,565
	Peer Tutors – ESL/Basic Skills			\$0	\$0	\$0	\$0	\$0	\$0	\$158	\$0	\$158
	Benefits – Faculty – CTTL Emerging Practices			\$0	\$0	\$0	\$0	\$0	\$2,418	\$0	\$0	\$2,418
	Benefits – Faculty – Summer Scholars/ Bridge			\$0	\$0	\$0	\$0	\$0	\$4,835	\$0	\$0	\$4,835
	Benefits – Faculty – Math Jam			\$0	\$0	\$0	\$0	\$0	\$0	\$5,219	\$0	\$5,219

	Benefits – Faculty Learning Communities			\$0	\$0	\$0	\$0	\$4,835	\$0	\$0	\$0	\$4,835
			<b>Subtotal</b>	\$3,187	\$42,804	\$3,187	\$15,936	\$4,835	\$13,627	\$9,733	\$1,594	<b>\$94,903</b>
<b>4000</b>	<b>Supplies &amp; Materials</b>		<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categoricals</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum Course Dev. &amp; Adaptation</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	Middle School Outreach Project			\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
	VRC Outreach Materials/ Activities			\$20,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,000
	Supplies for Equity Activities			\$1,800	\$1,800	\$1,800	\$9,000	\$0	\$1,800	\$0	\$1,800	\$18,000
	Summer Scholars Bridge Materials			\$1,000	\$0	\$0	\$0	\$0	\$0	\$19,000	\$0	\$20,000
	Transfer Conference Activities Materials			\$0	\$1,705	\$0	\$0	\$0	\$0	\$0	\$0	\$1,705
	Brothers and Sisters Enhancement			\$1,200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,200
	Learning Communities			\$2,500	\$2,500	\$10,000	\$0	\$0	\$0	\$0	\$0	\$15,000
			<b>Subtotal</b>	\$36,500	\$6,005	\$11,800	\$9,000	\$0	\$1,800	\$19,000	\$1,800	<b>\$85,905</b>
<b>5000</b>	<b>Other Operating Expenses and Services</b>		<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categoricals</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum Course Dev. &amp; Adaptation</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	College Tours – Transportation			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$15,000	\$15,000
	Research Contract Services			\$0	\$0	\$18,000	\$0	\$0	\$0	\$0	\$0	\$18,000

	Contract Services for Faculty & Equity PD			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Brothers and Sisters Enhancement			\$0	\$0	\$0	\$0	\$0	\$0	\$23,800	\$5,000	\$28,800
	Transfer Conference Activities			\$0	\$24,000	\$0	\$0	\$0	\$0	\$0	\$0	\$24,000
	Early Alert Program Software			\$0	\$25,000	\$0	\$0	\$0	\$0	\$0	\$0	\$25,000
			<b>Subtotal</b>	\$0	\$49,000	\$18,000	\$0	\$0	\$0	\$23,800	\$20,000	<b>\$110,800</b>
<b>6000</b>	<b>Capital Outlay</b>		<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categoricals</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum Course Dev. &amp; Adaptation</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>
			<b>Subtotal</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>7000</b>	<b>Other Outgo</b>		<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categoricals</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum Course Dev. &amp; Adaptation</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	Learning Communities			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$15,000	\$15,000
			<b>Subtotal</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$15,000	\$15,000
			<b>Grand Total</b>	\$51,584	\$191,927	\$44,884	\$84,420	\$40,000	\$91,968	\$170,800	\$44,342	\$719,925

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# Summary Evaluation

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The evaluation of the Skyline College Student Equity Plan (SEP) will consist of the regular update and review of the campus-based research for each of the performance indicators contained within the plan. Particular attention will be given to the student groups identified in the plan that are experiencing disproportionate impact. For each of these groups, as outlined in the sections above, the goal is to reduce and in some cases eliminate the gap in performance on each of the indicators.

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## Summary Evaluation Schedule and Process

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The review of the SEP will be conducted on an annual cycle in accordance with the existing annual program planning (APP) and comprehensive program review (CPS) processes already established at Skyline College. The Stewardship for Equity, Equal Employment and Diversity (SEED) Committee will continue to serve in its capacity as the planning and advisory committee for the plan. This cycle consists of an update to the campus-based research (CBR) each summer following the conclusion of the previous academic year and a review in the fall of progress made toward goals.

### SEP ACTIVITY

<u>Term</u>	<u>Update CBR</u>	<u>SEED Committee Review</u>
Summer 2016	X	
Fall 2016		X
Summer 2017	X	
Fall 2017		X
Summer 2018	X	
Fall 2018		X
Summer 2019	X	
Fall 2019		X

Individual programs and departments that have direct responsibility for implementing the activities outlined to achieve the goals for each of the performance indicators will have relevant metrics embedded within the APP process. The vertical integration of student equity evaluation metrics, such as the P-Index and 80% Rule, into the regular evaluation reporting of the College will allow for the assessment of individual activities on an actionable level.

At the highest level, the San Mateo County Community College District (SMCCCD) Strategic Plan includes a focus on ensuring equity in student success and achievement. The Skyline College Strategic Plan will be revised in AY 2015-16 and will explicitly align SEP goals with both the District and the College's strategic goals and objectives.

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# Attachments

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## DOCUMENT LINKS

The following are links to documents referenced in the student equity plan.

- [Mission-Vision-Values](http://www.skylinecollege.edu/aboutskyline/mission.php) can be found at <http://www.skylinecollege.edu/aboutskyline/mission.php>
- [Comprehensive Diversity Framework](http://www.skylinecollege.edu/seed/assets/diversity_framework/Skyline%20Diversity%20Framework%20Draft-1.pdf) can be found at [http://www.skylinecollege.edu/seed/assets/diversity\\_framework/Skyline%20Diversity%20Framework%20Draft-1.pdf](http://www.skylinecollege.edu/seed/assets/diversity_framework/Skyline%20Diversity%20Framework%20Draft-1.pdf)
- [Annual Program Plan \(APP\) process and cycle \(page 17 of this\)](http://skylinecollege.edu/accreditationselfevaluation/assets/documents/skyline-accreditation-update-and-quick-guide-finalweb-01Oct2013.pdf) can be found at <http://skylinecollege.edu/accreditationselfevaluation/assets/documents/skyline-accreditation-update-and-quick-guide-finalweb-01Oct2013.pdf>



## **SKYLINE COLLEGE LEARNING COMMUNITIES**

### **CULTURAL LEARNING COMMUNITIES**

- African-American Success Through Excellence and Persistence (ASTEP)
- Center for Innovative Practices through Hip Hop Education & Research (CIPHER)
- Kababayan
- Puente

### **INTEREST-BASED LEARNING COMMUNITIES**

- Proficiency in American Culture and English (PACE)
- First Year Experience
- Scholar Athlete
- Social Justice League

### **CAREER-BASED LEARNING COMMUNITIES- CAREER ADVANCEMENT ACADEMIES**

- Allied Health
- Automotive
- Early Childhood Education
- Legal Careers



**SKYLINE COLLEGE TRANSFER ADVISORY COMMITTEE MEMBERSHIP**

<b>Member Name</b>	<b>Campus Representation</b>
Donna Bestock	Dean, Social Sciences & Creative Arts
Amory Cariadus	Director, Student Development & Leadership
Jacqueline Escobar	Counseling Faculty, Articulation Officer
Luis Escobar	Interim Dean of Counseling
Stephen Fredricks	Faculty, MESA Director
Angélica Garcia	Vice President of Student Services
Kent Gomez	Counseling Faculty
Mary Gutierrez	Dean, Language Arts
Michele Haggar	Transfer Center Program Services Coordinator Classified Senate President
Raymond Hernandez	Dean, Science, Math, & Technology
Raymond Jones	Director, Middle College
Joyce Lee	Counseling Faculty, Honors Program
Jessica Lopez	Counseling Faculty, TRiO
Golda Margate	Executive Assistant to Vice President Student Services
Aaron McVean	Dean, Planning, Research, & Institutional Effectiveness
Joseph Morello, Jr.	Dean, Kinesiology, Athletics, & Dance
Nathaniel Nevado	Counseling Faculty, CIPHER
Jesse Raskin	Faculty, Social Sciences
Christine Roumbanis	Dean, Business, Education, & Professional Programs
John Ulloa	Faculty, Social Sciences, Honors Program
Rob Williams	Faculty, Language Arts
Jackson Yan	Faculty, Language Arts
Lavinia Zanassi	Counseling Faculty, Career Services Center
Dennis Zheng	Associated Students of Skyline College, President