

STUDENT EQUITY PLAN
FOR THE
YUBA COMMUNITY COLLEGE DISTRICT

April 2005

Developed by:
The Student Equity Committee (SEC)
Office of Matriculation and School Relations



YUBA COMMUNITY COLLEGE DISTRICT STUDENT EQUITY PLAN

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**YUBA COMMUNITY COLLEGE DISTRICT
STUDENT EQUITY PLAN**

Signature Page

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College: Yuba College

**Mark Bredt
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Date

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YUBA COMMUNITY COLLEGE DISTRICT

STUDENT EQUITY COMMITTEE

2004 – 2005

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Woodland Community College

Committee Chair: Sheila White-Daniels, Ed.D.
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Executive Summary

EXECUTIVE SUMMARY

The Yuba Community College District makes an assiduous effort to ensure that the composition of the students who enroll are retained, and successfully achieve their academic and/or vocational educational goals and that the students mirror the population of the community service area, through the implementation of various outreach and recruitment efforts. In addition to such outreach and recruitment programs, matriculation plays a critical role in assisting students in their efforts to pursue and achieve their educational goals.

Increased communication will be developed to raise awareness of the issue of student equity throughout the District. Concerted efforts will be generated in analyzing the Yuba Community College District population, enrollment patterns, course completion, degrees awarded, and transfer information.

The Yuba Community College District's student equity objectives are:

1. to improve access, course completion (retention), ESL and basic skills completion, degree and certificate completion, and transfer rates for all students, with an exceptional focus on those populations under represented in the District;
2. to ensure that student enrollment reflects community demographics, and to encourage the acceptance and valuing of diversity within the YCCD population; and
3. to provide an encouraging, supportive and open environment in which all students are able to develop and achieve his or her educational goals.

The YCCD Student Equity Plan provides a planned outline of activities designed to support equal opportunity and treatment for all student populations. The Plan, in conjunction with the Educational Master Plan, the Enrollment Management Plan, and other District strategic plans and programs, will serve as a guide in supporting equity efforts for all students.

The YCCD Student Equity Plan provides an analysis of student data for the District as a whole. The Committee recommends overall student equity planning be accomplished in three phases over a three year period, beginning in the Spring 2005. This document represents Phase I which incorporates an analysis of data, as a District, based on the 2002-2003 academic year, that establishes the baseline for student equity research. Phase II, the 2005-2006 plan update, will focus on data analysis by campus in comparison to the specific committees served by each location. Phase III, the 2006-2007 plan update, will combine the findings of the first two phases based on an evaluative and comparative study creating the foundation for future student equity initiatives.

The YCCD Student Equity Committee (SEC), which is a committee of the District Council (DC), is charged with continuing efforts to ensure that activities included in the Plan are initiated and progress to completion. The SEC includes students, faculty, and staff representative of the community served. The Associated Students of Yuba College (ASYC), Academic Senate, Student Personnel Services Managers (SPS), Instructional Affairs Managers (IAM), District Council (DC), the District Management Council (DMC), and the President's Executive Staff (PES) have reviewed this plan. The Plan was presented and approved by the YCCD Board of Trustees on insert date.

INTRODUCTION

Yuba College is a comprehensive community college that offers an array of certificates; two-year associate degrees and university transfer programs. The College's Philosophy articulates the primary beliefs that strategically steer District efforts toward fulfilling its stated mission.

Mission:

To serve students' educational needs to the extent possible under the State's legal charge and available funding, providing the environment for students and faculty necessary for the pursuit, communication, and interpretation of knowledge, wisdom, and truth.

1. The primary mission of the Yuba Community College District is to provide rigorous, high quality curricula in:
 - Lower division arts and sciences
 - Vocational and Occupational fields
 - Business-focused training for economic development
2. An essential and important function of the District is to provide:
 - Remedial/Basic Skills instruction
 - English as a second language (ESL) instruction
 - Postsecondary Student Support Services
 - Non-Credit Adult Instruction
3. An authorized function is to provide:
 - Community Education courses and programs
 - Institutional Research

Goals:

The Yuba Community College District will provide:

- Lower division courses for students planning to transfer to a four-year college or university.
- Occupational, technical, and general education courses leading to an Associate degree, certificate, occupation enhancement, or the broadening of one's educational background.
- Economic development, including business and industry focused training.
- Student services and programs to enhance students' opportunity for success.
- Curricula that enhance awareness of social change and cultural diversity.
- Instruction that encourages communicating effectively and thinking critically.
- Instruction in basic skills.
- Community education classes designed for a particular audience or need.
- Community surveys to determine and respond to community needs.
- Professional development and inservice opportunities for all staff to keep them abreast of current developments in their fields so that they, in turn, may provide the best educational opportunities for the student and community.

The 2005 Student Equity Plan incorporates the values of the college's Mission and Goals as the foundation for implementing all diversity initiatives. The primary goal of the Yuba Community College District (YCCD) Student Equity Plan is to reach equity among all populations served throughout the District in all programs and services.

Student Equity Mission

The mission of the District Student Equity Plan is to facilitate:

1. equal access
2. course completion (retention)
3. ESL and basic skills completion (transition)
4. academic/vocational certificate and/or degree successful completion, and
5. transfer

of all students, but in particular, those groups of students who have traditionally been underrepresented, who come from low income and educational/socio-economic disadvantaged backgrounds.

Through implementation of the Student Equity Plan, YCCD will identify barriers or special circumstances to be overcome in order to achieve student success. It will recommend continuation, additions, changes, or the implementation of programs or approaches that support successful student outcomes in all the area included in the Plans mission. Furthermore, the YCCD Student Equity Plan will contribute to the achievement of the overall mission of the Yuba Community College District.

SUMMARY OF STUDENT EQUITY GOALS

I. ACCESS –

Goal 1.1 Generate comparison of institutional data with that of service area – based population data.

Goal 1.2 Establish effective working relationships with other Yuba Community College District (YCCD) committees focused on access programs and services.

Goal 1.3 Incorporate student equity components in plans for District programs and services focused on student access.

Goal 1.4 Identify and strengthen support services for access to better meet student needs.

II. COURSE COMPLETION –

Goal 2.1 Identify all programs that target student completion.

Goal 2.2 Assess campus climate.

Goal 2.3 Achieve 70 percent completion of degree applicable and transfer courses.

Goal 2.4 Achieve the same rate of success for all population groups with focus on those that are underrepresented by the District demographics.

III. ESL AND BASIC SKILLS COMPLETION –

Goal 3.1 Generate ESL and Basic Skills comparison of YCCD data with that of service area-based population data.

Goal 3.2 The Student Equity Committee will establish effective working relationships with other District committees focused on ESL/Basic Skills.

Goal 3.3 Incorporate student equity components in District programs and services focused on ESL/Basic Skills.

Goal 3.4 Increase the completion rate of basic skills courses by 2 percent annually to reach a completion target of 70 percent.

IV. DEGREE AND CERTIFICATE COMPLETION –

Goal 4.1 Identify programs in place that addresses the successful completion of academic and vocational degrees or certificates.

Goal 4.2 Identify institutional barriers that prohibit equitable degree and certificate attainment among population groups.

Goal 4.3 Identify barriers to student success.

Goal 4.4 Report findings to the Student Equity Committee (SEC) and appropriate YCCD student success programs and/or services.

Goal 4.5 Set goals to improve the success of underrepresented students in the completion of academic and vocational degrees and certificates.

V. TRANSFER –

Goal 5.1 Obtain data on transfer students.

Goal 5.2 Increase the number of students who transfer.

SECTION C

Campus-Based Research

CAMPUS-BASED RESEARCH

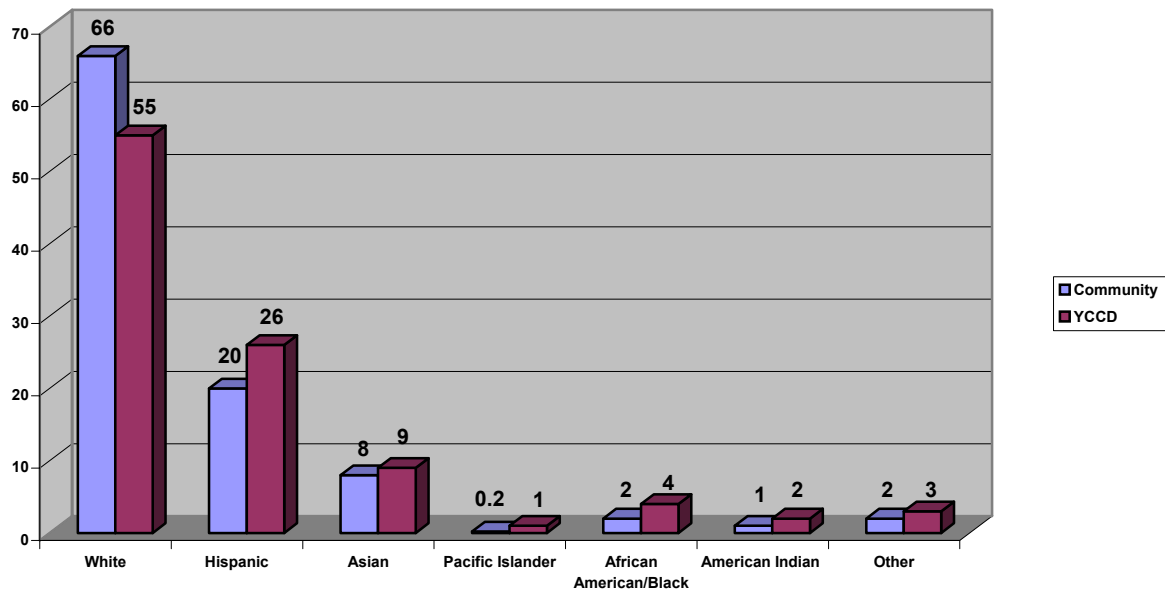
1. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Community data was garnered from the Population Projection report developed by the California Department of Finance Demographic Research Unit - May 2004. This data was generated on a 10-year cycle; therefore year 2000 data was used as baseline community data for student equity planning. The established YCCD service area includes the populations of Colusa, Glenn, Lake, Sutter, Yolo, and Yuba Counties. Although YCCD serves a portion of the counties of Glenn, Lake, and Yolo, the Population Projection report did not allow for the isolation of the population by community college service area. Also, the Population Projection report combined ages 15-19 which did not allow for the isolation of the adults only group. Therefore the YCCD student age population of 18-19 was compared to the community 15-19 group. One of the goals of the Student Equity Plan is to research and generate this data to produce more defined comparative community data.

Using student data generated from the YCCD mainframe system, the 2002-2003 academic year is used as the baseline for the YCCD Student Equity Plan. Population comparisons were made for all population groups, to include ethnicity, gender, and age. Community data was not available for disabled student services (DSPS), however YCCD student data is provided.

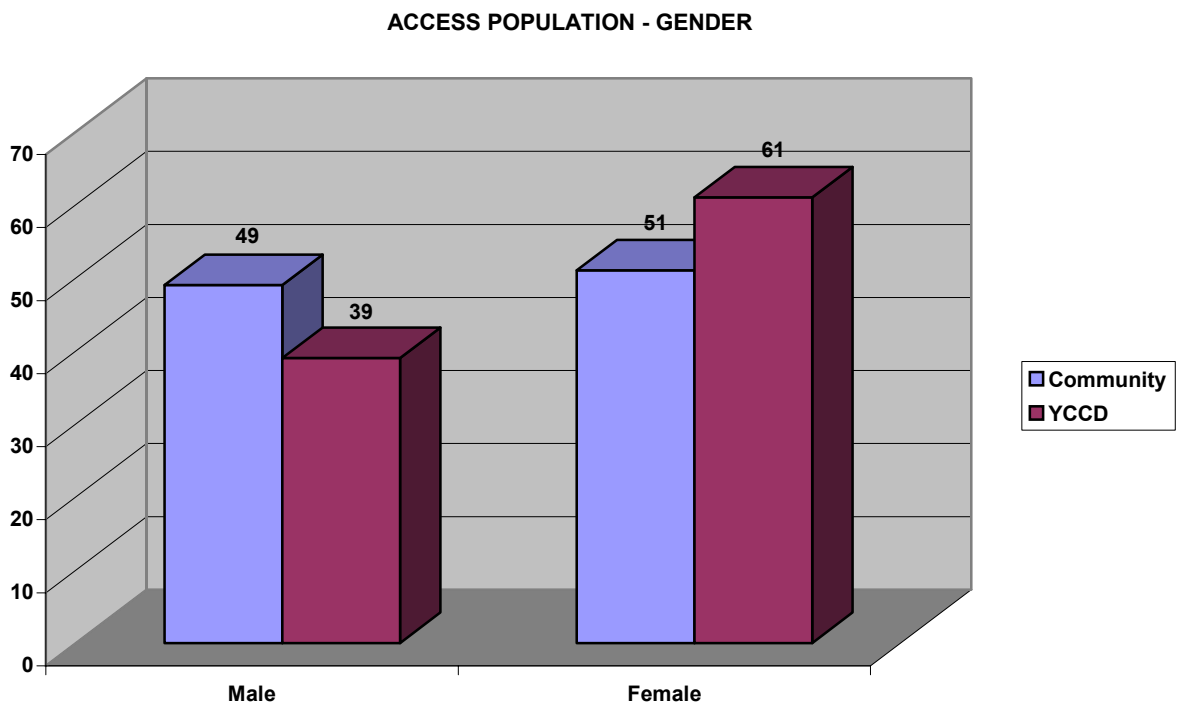
A. Ethnicity

ACCESS POPULATION - ETHNICITY



Yuba Community College District’s student population is greater than that of the overall community served, except for the White population. Hispanic students represents 26% (4,436) of the YCCD population, while this population group represents 20% of the community service area. Asian students represent 9% (1,521) for the District and 8% (26,210) for the community; Pacific Islander students represent 1% (102) for the District and 0.2% (791) for the community; African American/Black students represent 4% (672) for the District and 2% (6,217) for the community; American Indian students represent 2% (386) for the District and 1% (4,516) for the community; and Other students represent 3% (554) for the District and 2% (6,554) for the community which designated these individuals as Multirace in the Population Projection report.

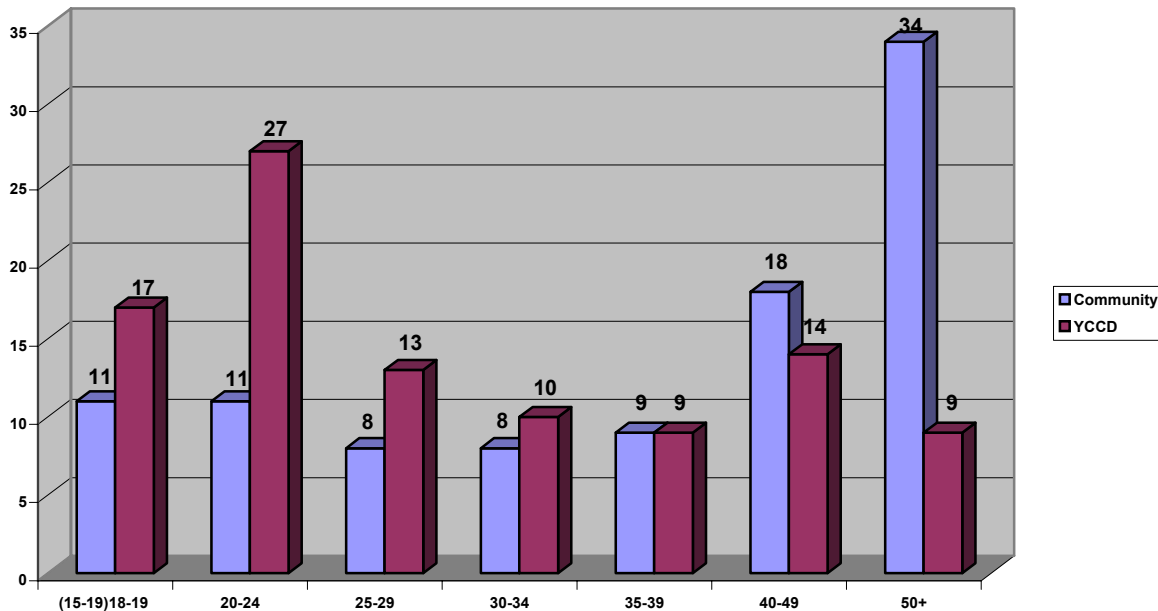
B. Gender



The gender distribution of students at YCCD is higher for women at 61% (10,449) than men at 39% (6,598). While the community gender demographic data generated 51% (164,114) for women and 49% (156,924) for men.

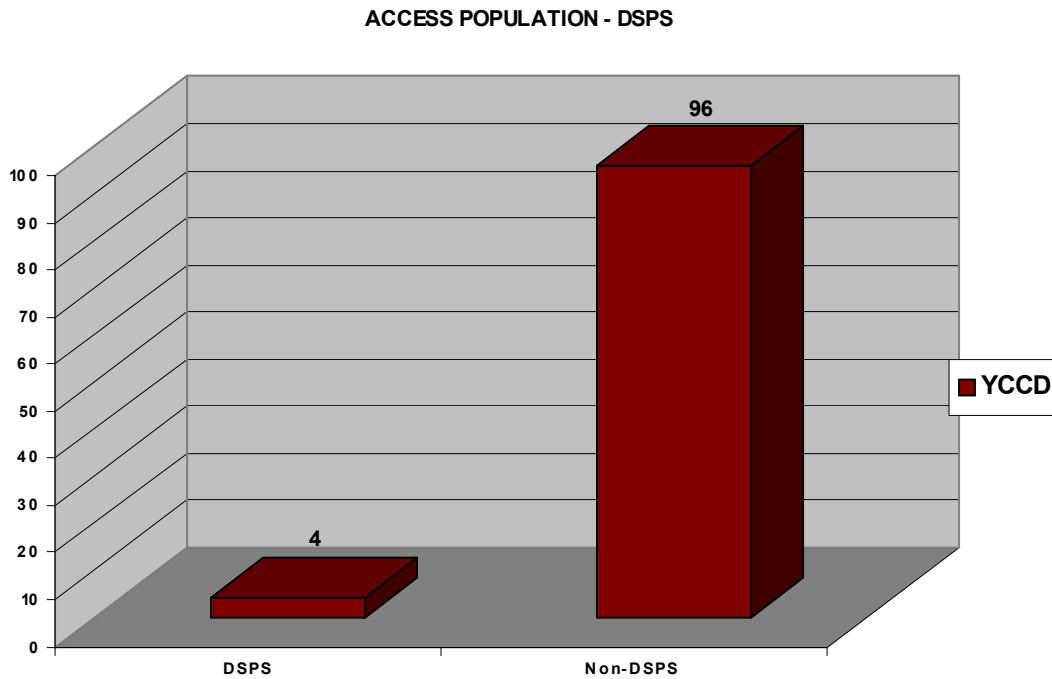
C. Age

ACCESS POPULATION - AGE



The community college system serves adults of all ages, this accounts for the variations in the percentages of students served by the Yuba Community College District. As previously noted, community data garnered from the Department of Finance Population Project report combined ages 15-19. Therefore, this subgroup was compared to 18-19 year old YCCD student subgroup. Based on this comparison, 17% (2,966) of the YCCD student population is represented in the 18-19 subgroup, while 11% (36,464) of the community is 15-19. The subgroup 20-24 represents 27% (4,684) of the District population and 11% (35,739) of the community population; subgroup 25-29 represents 13% (2,274) of the District population and 8% (26,182) of the community population; subgroup 30-34 represents 10% (1,755) of the District population and 8% (27,047) of the community population; subgroup 35-39 represents 9% of both the District (1,461) and the community (29,925) population; subgroup 40-49 represents 14% (2,385) of the District population and 18% (57,809) of the community population; and subgroup 50+ represents 9% (1,461) of the District population and 34% (107,872) of the community population.

D. DSPTS (Disabled Students Services)



Community data was not available indicating disability population status. Therefore the Student Equity Plan baseline data generated for 2002-2003 is for the Yuba Community College District student population. The DSPTS population group represents 4% (642) of the overall District population (17,047).

YCCD ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of location or delivery method.¹ The aforementioned review indicates that the Yuba Community College District provides positive programs and services to support all population groups. The District, through the goals and activities stipulated in this Student Equity Plan strives to enhance access services to all students and throughout the general community served.

¹YCCD Educational Master Plan, November 2004

CAMPUS-BASED RESEARCH

2. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

POPULATIONS	Enrolled CDT**	Completed EOT*	Ratio
ETHNICITY			
AFRICAN AMERICAN/BLACK	2808	1766	1:0.6
AMERICAN INDIAN	1454	993	1:0.7
ASIAN	6830	5197	1:0.8
HISPANIC	16395	11991	1:0.7
PACIFIC ISLANDER	421	294	1:0.7
WHITE	33175	24462	1:0.7
OTHER	1771	1258	1:0.7
GENDER			
FEMALE	40611	30218	1:0.7
MALE	20640	15743	1:0.7
AGE			
18-19	16711	12111	1:0.7
20-24	19277	13705	1:0.7
25-29	7202	5261	1:0.7
30-34	5210	3804	1:0.7
35-39	4562	3387	1:0.7
40-49	6612	5131	1:0.8
50+	3229	2525	1:0.8
AGE UNKNOWN	48	34	1:0.7
DSPS			
DSPS	3773	2754	1:0.7
Non-DSPS	59081	43207	1:0.7

* End of term
 **Census Date Term

Ratios were calculated based on the total number of students enrolled in credit courses by the end of the term compared to students enrolled as of census date based on term. Population data consistently indicates an overall average ratio of 1 to .7, which indicates that for every 10 students enrolled at census 7 completed end of term. Data was generated on the 2002-2003 total student count (17,047) and separated by population group. This data will be used as baseline data for follow-up reporting as stipulated in this Student Equity Plan.

CAMPUS-BASED RESEARCH

3. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL and basic skills course to the number of those students who complete such a final course.

POPULATIONS	Completed Final ESL Course	Completed Final Basic Skills	Completed <u>49</u> <	Ratio
ETHNICITY				
AFRICAN AMERICAN/BLACK	0	303	301	1:..99
AMERICAN INDIAN	1	178	177	1:..99
ASIAN	38	708	702	1:..99
HISPANIC	55	1964	1956	1:1
PACIFIC ISLANDER	0	54	54	1:1
WHITE	11	3837	3821	1:1
OTHER	2	208	207	1:1
GENDER				
FEMALE	70	4674	4656	1:1
MALE	37	2578	2562	1:..99
AGE				
18-19	19	1750	1746	1:1
20-24	42	2436	2424	1:1
25-29	10	905	900	1:..99
30-34	11	634	628	1:..99
35-39	10	530	526	1:..99
40-49	11	730	728	1:1
50+	4	266	265	1:1
AGE UNKNOWN	0	0	1	1:1
DSPS				
DSPS	7	435	434	1:1
Non-DSPS	100	6817	6784	1:1

Data was calculated based on completion of ESL 105x or basic skills courses ESL 105x or Math 111, READ 105x or ENGL 105x at any time prior to the end of academic year 2002-2003. This data was compared with data indicating if student completed degree applicable course after completion of ESL final course or basic skills final course. The generated data indicated that there was a 1 to 1 ratio of all students who completed an ESL/Basic Skills final course also completing a transfer level course. These findings were comparable across all student populations.

CAMPUS-BASED RESEARCH

4. **DEGREE and CERTIFICATE COMPLETION.** 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.

Matriculation data is not currently being captured in the YCCD mainframe system therefore data is not available. Although matriculation data is being maintained within the system in a number of areas these have not been mapped to the proper MIS data element field.

POPULATIONS	Completed degree or certificate
ETHNICITY	
AFRICAN AMERICAN/BLACK	51
AMERICAN INDIAN	42
ASIAN	125
HISPANIC	489
PACIFIC ISLANDER	5
WHITE	1042
OTHER	30
GENDER	
FEMALE	1332
MALE	452
AGE	
18-19	107
20-24	463
25-29	264
30-34	226
35-39	222
40-49	346
50+	154
AGE UNKNOWN	2
DSPS	
DSPS	642
Non-DSPS	1142

CAMPUS-BASED RESEARCH

5. **TRANSFER.** 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.

POPULATIONS	Completed Minimum of 12 units	Attempted a transfer level course in Mathematics or English	Students transfer after one or more years	Ratio
ETHNICITY				
AFRICAN AMERICAN/BLACK	349	230	239	1:.99
AMERICAN INDIAN	211	124	128	1:.99
ASIAN	1025	648	670	1:.99
HISPANIC	2546	1386	1637	1:1
PACIFIC ISLANDER	60	46	40	1:1
WHITE	5464	3825	3632	1:1
OTHER	248	178	176	1:1
GENDER				
FEMALE	6472	4151	4304	1:1
MALE	3431	2286	2218	1:.99
GENDER UNKNOWN		0		
AGE				
18-19	1796	1353	1115	1:1
20-24	2934	2261	2142	1:1
25-29	1347	881	920	1:.99
30-34	971	562	636	1:.99
35-39	853	432	554	1:.99
40-49	1327	666	795	1:1
50+	673	280	356	1:1
AGE UNKNOWN	2	1	4	1:1
DSPS				
DSPS	537	321	309	1:1
Non-DSPS	9366	6115	6213	1:1

To generate this data the 2002-2003 cohort of students were reviewed to first, assess those who completed 12 units or more from enrollment to end of semester. Secondly, of these students, how many attempted a transfer level Math and English course at any time during enrollment. Transfer requests were used to indicate that a student might have transferred. This is tenuous data; therefore YCCD will be reviewing other methods of identifying transfer students, such as utilizing Student Right to Know datasets.

SECTION D
Success Indicator
Goals and Activities

GOALS AND ACTIVITIES

1. STUDENT SUCCESS INDICATOR FOR ACCESS

“The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served.”

GOAL 1.1 Generate comparison of institutional data with that of service area –based population data.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
1.1.1 Develop a list by county of available demographic reports.	Established list of demographic resources to determine service area population statistical characteristics.	Annually, beginning Fall 2005	Director of Institutional Effectiveness
1.1.2 Consolidate District student demographic data for an academic year.	Established baseline data of student population statistical characteristics.	Annually, beginning Fall 2005	Director of Institutional Effectiveness Director, Information Systems
1.1.3 Generate a comparison report of community and student population groups.	Established comparison data to provide information on specific population groups that require access consideration.	Annually, beginning Fall 2005	Director of Institutional Effectiveness Director of Information Systems
1.1.4 Review comparison report to identify underserved and/or underrepresented population groups.	Utilize summary report to evaluate student access programs and services for possible improvement.	Annually, beginning Fall 2005	Student Equity Access Workgroup and Steering Committee

GOAL 1.2 –Establish effective working relationships with other Yuba Community College District (YCCD) committees focused on access programs and services.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
1.2.1 Designate members of the Student Equity Committee as liaisons to other District committees focused on access programs and services.	Members of the Student Equity Committee have been identified as contacts to other District committees for the purpose of communication and support.	Fall 2005	Student Equity Committee
1.2.2 Share and explain the Student Equity Plan with various District committees.	District committees focused on student access programs and services are informed about the direction that has been set and the activities of the District Student Equity Plan.	Fall 2005	Student Equity Committee
1.2.3 Receive feedback from the District committees focused on student access programs and services and, if appropriate, modify District Student Equity Plan.	Better alignment between the activities of the District Student Equity Plan and other District plans, to include the Educational Master Plan, the Enrollment Management Plan, and other District planning initiatives.	Fall 2005	Student Equity Committee
1.2.4 Provide periodic updates District committees focused on student access programs and services on the status of Student Equity Plan activities.	The District Student Equity Committee will have apprised other District committees of its general activities.	Annually beginning Fall 2005	Student Equity Committee
1.2.5 Provide resource information to District committees, including Enrollment Management Outreach Workgroup.	District committees will utilize identical data to fulfill activities included in committee plans.	Annually beginning Fall 2005	Student Equity Access Workgroup and Steering Committee

GOAL 1.3 Incorporate student equity components in plans for District programs and services focused on student access.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
1.3.1 Identify District programs and services that focus on student access, by campus.	Development of extensive list of programs and services that focus on student access, to include but not be limited to EOPS, CARE, CalWORKS, DSPS, Matriculation, MESA, Tech Prep, VTEA.	April 2005	Student Equity Committee
1.3.2 Determine access (enrollment) trend data for District programs and services that focus on student access, by campus.	Development of statistical report of population groups served by District programs and services that focus on student access, by campus.	August 2005	Student Equity Committee
1.3.3 Generate annual consolidated report of student data for District programs and services that focus on student access, by campus.	Report to be included in annual Student Equity Report and Evaluation	April 2006	Student Equity Committee

GOAL 1.4 Identify and strengthen support services for access to better meeting student needs.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
1.4.1 Collaborate with other District programs and services that focus on student access, by campus to identify student access barriers.	Generate a consolidated listing of student access barriers throughout all District programs and services that focus on student access, by campus.	March 2006	Student Equity Committee
1.4.2 Provide consolidated listing of student access barriers to all District programs and services as a resource for evaluation and program improvement.	District programs and services will evaluate program access for modification based on information provided by Student Equity Committee.	August 2006	Student Equity Committee and all District Committees focused on student access.
1.4.3 Collaborate with District programs and services to develop processes to strengthen student access.	Generate a listing of processes to strengthen access to meet student needs.	August 2006	Student Equity Committee and all District Committees focused on student access.
1.4.4 Review evaluation component of all District programs and services that focus on student access.	Report improvements to student access for all District programs and services that focus on student access.	August 2006	Student Equity Committee and all District Committees focused on student access.
1.4.5 Program evaluation and modifications are incorporated in support services for student access on a regular basis.	District and campus population groups will reflect service area community.	August 2006	Student Equity Committee and all District Committees focused on student access.

2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students’ by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.”

GOAL 2.1 Identify all programs that target student completion.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
2.1.2 Develop a list of all programs that have a concern for student completion.	Establish a current list of programs available to the appropriate District entities.	Annually, beginning Fall 2005	Student Equity Committee
2.1.2 Review and update the list of those programs that have been identified as having a concern for student completion.	To confirm the existence and functioning of those programs identified during the prior year.	Annually, beginning Fall 2005	Student Equity Committee
2.1.3 Present the acquired information to the appropriate District entities (i.e., academic senate, curriculum committee, and so forth.)	To have an open communication with those District entities that would have a concern for student completion.	Annually, beginning Fall 2005	Student Equity Committee

GOAL 2.2 Assess campus climate.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
2.2.1 Update 1997 campus climate survey.	Develop Campus Climate Survey that provides for comparison of all populations groups.	Spring 2006	Director of Institutional Effectiveness
2.2.2 Administer Campus Climate Survey.	Establish assessment of the student’s view of the college climate.	Fall 2006	Director of Institutional Effectiveness and faculty
2.2.3 Compare 1997 campus climate survey results to the 2006 results.	Evaluate similarities and differences to establish recommendations for improvement.	Spring 2007	Director of Institutional Effectiveness, Student Equity Committee
2.2.4 Submit findings to appropriate District committees for action, i.e., Enrollment Management Committee.	Campus climate survey recommendations are integrated in other District plans to influence student success.	Spring 2007	Director of Institutional Effectiveness, Student Equity Committee, Enrollment Management Committee

GOAL 2.3 Achieve 70 percent completion of degree applicable and transfer courses.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
2.3.1 Assess course complete/retention rates, for degree applicable courses, by population group for 2002-2003.	Establishment of baseline data for research.	Fall 2005	Director of Institutional Effectiveness
2.3.2 Release time or flex credit for department instructors' for the purpose of the developing outcome oriented strategies. (Contingent upon funding)	Development of intervention strategies by individual instructor.	Spring 2006	Assistant Superintendent /Vice President of Instruction
2.3.3 The creation of instructor "cluster groups" for the purpose of the identification and intervention of high-risk students.	Development of intervention strategies by identified cluster group.	Fall 2007	Assistant Superintendent /Vice President of Instruction
2.3.4 The creation of a "student support" system designed to provide families of at risk students, information designed to increase student success.	Development and implementation of a viable student support system involving families of at risk students.	Spring 2008	Assistant Superintendent /Vice President of Student Services
2.3.5 Generate reports on student persistence rates, by population group.	Establishment of recommendations to support student success.	Spring 2008	Director, Institutional Effectiveness

GOAL 2.4 Achieve the same rate of success for all population groups with focus on those that are underrepresented by the District demographics.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
2.4.1 Determine the District population demographics for age, gender, ethnicity, and DSPS for the 2003-2004 academic year.	Establishment of an accurate baseline database for population groups in the District service area.	Fall 2005	Director, Institutional Effectiveness
2.4.2 Review and further develop existing multicultural committee with the goal of identifying potential barriers success for high risk students by population group.	Promote the utilization of the existing multicultural committee.	Fall 2005	Multicultural Committee
2.4.3 Release time or flex credit for basic skills instructors to develop outcome-oriented strategies for high-risk students. (Contingent upon funding)	Faculty driven strategies to support retention and success of high-risk students.	Spring 2006	Assistant Superintendent /Vice President of Instruction
2.4.4 Increase campus social activities that reflect the diversity of the student population (clubs, cultural events, crossing borders, etc.)	Recognition of existing campus and community diversity.	Fall 2005	Assistant Superintendent /Vice President of Student Services

3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“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 to the number of those student who complete such a final course. Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and in numeracy.”

GOAL 3.1 Generate ESL and Basic Skills comparison of YCCD data with that of service area-based population data.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
3.1.1 Develop a list, by YCCD community service area, of available demographic reports.	Establishment of demographic resources to determine service area of population and statistical characteristics.	Annually, beginning Fall 2005	Director of Institutional Effectiveness
3.1.2 Determine the number of student’s enrolled in ESL/Basic Skills for the 2003-2004 academic year.	Establishment of baseline data determining characteristics student population.	Annually, beginning Fall 2005	Director of Institutional Effectiveness, Director of Information Systems.
3.1.3 Survey ESL/Basic Skills student to assess barriers to access.	Establishment of comparison data to provide information on specific population groups that require access consideration.	Annually, beginning Spring 2006	Director of Institutional Effectiveness, Director of Information Systems.
3.1.4 Review comparison report to identify underserved and/or underrepresented population groups	Utilize summary report to evaluate student access to programs and services and possible success	Annually, beginning Spring 2006	Student Equity Access Workgroup
3.1.5 Generate recommendations, based on findings, that would support increasing ESL/Basic Skills student success.	Provide report to appropriate District committees focused on ESL/Basic Skills students.	Annually, beginning Spring 2006	Student Equity Access Workgroup,

GOAL 3.2 The Student Equity Committee will establish effective working relationships with other District committees focused on ESL/Basic Skills.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
3.2.1 Members of Student Equity Committee to become liaisons to other committees focused student ESL/Basic Skills.	Lateral information between committees and enlarging of efforts.	Fall 2005	Student Equity Committee
3.2.2 Describe and discuss the student equity plan with the ESL/Basic Skills district committees.	District committees focused on ESL/Basic Skills programs will provide an informed direction for student equity activities within the District Student Equity Plan.	Fall 2005	Student Equity Committee
3.2.3 Receive feedback from the district committees focused on ESL/Basic Skills, if appropriate, modify District Student Equity Plan.	Improved alignment of all plans to encourage all District committees to think students first.	Spring 2006	Student Equity Committee
3.2.4 Periodic updates from District committees on ESL/Basic Skills and the status of Student Equity Plan activities.	The District Student Equity Committee will be informed of other district committees activities focused on ESL/Basic Skills.	Spring 2006	Student Equity Committee

GOAL 3.3 Incorporate student equity components in plans for District programs and services focused on ESL/Basic Skills.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
3.3.1 Identify District programs and services that focus on ESL/Basic skills students by campus.	Development of a list of programs and services that focus on ESL/Basic Skills student access.	August 2005	Student Equity Committee
3.3.2 Determine access (enrollment) trend data and completion for YCCD programs and services that focus on student access for ESL/Basic Skills students, by campus.	Development of a statistical report reflecting ESL/Basic Skills final course completion data, which will provide for further student access, by campus.	August 2006	Student Equity Committee
3.3.3 Generate an annual report of student data for District programs and services that focus on ESL/Basic Skills, by campus.	Provide ESL/Basic Skills data, by campus, for annual student equity report and evaluation.	April 2006	Student Equity Committee

Goal 3.4 Increase the completion rate of basic skills courses by 2 percent annually to reach a completion target of 70 percent.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
3.4.1 Identify those courses designated as “basic skills”.	Establishment of a listing of all District basic skills courses..	Fall 2005	Director of Institutional Effectiveness
3.4.2 Establish listing of students repeating basic skills courses.	Identify students in peril of non-completion.	Annually, beginning Fall 2005	Director of Institutional Effectiveness
3.4.3 Develop an “early alert” and/or “mentor” intervention mechanism for “at risk” basic skills students.	Provide the necessary assistance for those students previously identified as being in peril of non-completion.	Spring 2006	District Counselors
3.4.4 Release time or flex credit for basic skills instructors for the purpose of developing outcome oriented strategies for high-risk students (contingent upon funding).	Development of faculty-driven strategies, as viable tools of intervention, for “high risk” basic skills students.	Spring 2006	Assistant Superintendent/ Vice President of Instruction

4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group receive a degree or certificate to the number of students in that group with the same informed matriculation goal.”

GOAL 4.1 Identify programs in place that addresses the successful completion of academic and vocational degrees or certificates.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
4.1.1 Develop list of degree and certificate programs in place.	Complete list of department programs and vocational programs with certificates/degrees established.	Annually, beginning June 2005	Director of Institutional Effectiveness
4.1.2 Generate data by population group of recipients of degrees and certificates.	Established list of degree and/or certificate recipients by population group.	Annually, beginning June 2005	Director of Institutional Effectiveness
4.1.3 Identify programs included in developed lists that have demonstrated success among population groups.	Established list of successful degree and/or certificate programs by population group.	Annually, beginning June 2005	Director of Institutional Effectiveness

GOAL 4.2 Identify institutional barriers that prohibit equitable degree and certificate attainment among population groups.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
4.2.1 Survey faculty to determine student challenges to success.	Establish a listing of faculty identified challenges/barriers to student success by program.	Annually, beginning Spring 2006	Director of Institutional Effectiveness
4.2.2 Survey students to determine challenges to program success.	Establish a listing of student identified challenges/barriers to success by program.	Annually, beginning Spring 2006	Director of Institutional Effectiveness

GOAL 4.3 Identify barriers to student success.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
4.3.1 Identify YCCD programs and services focused on student success.	Established list of all YCCD student success programs and services.	Annually, beginning Fall 2005	Director of Institutional Effectiveness
4.3.2 Develop comparison of student success programs and services to student identified barriers.	Established matching of programs to student identified needs.	Annually, beginning Spring 2006	Director of Institutional Effectiveness
4.3.3 Develop comparison of student success programs and services to faculty identified barriers.	Established matching of programs to faculty identified needs.	Annually, beginning Spring 2006	Director of Institutional Effectiveness
4.3.4 Develop consolidated listing of programs to meet faculty and student identified needs.	Provide listing of students by departments to identified student success programs.	Annually, beginning Spring 2006	Director of Institutional Effectiveness

GOAL 4.4 Report findings to the Student Equity Committee and appropriate YCCD student success programs and/or services.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
4.4.1 Develop report of findings regarding identified institutional barriers that may be prohibiting equitability among populations.	Established list of barriers for Student Equity Committee review.	Annually, beginning Spring 2006	Director of Institutional Effectiveness
4.4.2 Report findings to all appropriate YCCD committees and constituent groups for review/input.	Develop a work plan to address elimination of identified barriers.	Annually, beginning Fall 2006	Student Equity Committee
4.4.3 Generate an annual report of findings and developed work plan strategies.	Provide degree and certificate data for annual student equity report and evaluation.	Annually, beginning Fall 2006	Student Equity Committee

GOAL 4.5 Set goals to improve the success of underrepresented students in the completion of academic and vocational degrees and certificates.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
4.5.2 Collaborate with other YCCD committees to set goals to improve student attainment of degree and certificate completion by population group.	Establish goals to improve student success for attainment of degrees and certificates by population group.	Annually, beginning Fall 2006	Director of Institutional Effectiveness
4.5.1 Develop short and long-term, achievable, percentage-based goals.	Establish measurable goals for both the YCCD Student Equity Plan and Enrollment Management Plan.	Annually, beginning Fall 2006	Director of Institutional Effectiveness

5. STUDENT SUCCESS INDICATOR FOR TRANSFER

“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”

GOAL 5.1 Obtain data on transfer students.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
5.1.1 Establish a process for determining student transfer.	Established a consistent process to identify student transfer.	Fall 2005	Director of Institutional Effectiveness
5.1.2 Generate YCCD data on transfer rates for 2002-2003, based on the System’s Office definition of a transfer student..	Established transfer rates as baseline data for future research	Fall 2005	Director of Institutional Effectiveness
5.1.3 Generate a report of student transfers by population groups.	Established transfer data to provide information on specific population groups.	Fall 2005	Director of Institutional Effectiveness
5.1.4 Review transfer report to identify underserved and/or underrepresented population groups.	Utilize summary report to evaluate student transfer programs and services for possible improvement.	Spring 2006	Student Equity Access Workgroup and Steering Committee

GOAL 5.2 –Increase the number of students who transfer.

ACTIVITIES	EXPECTED OUTCOMES	TARGET DATE	RESPONSIBLE PERSON(S)
5.2.1 Develop comparison report of students who declared transfer as a goal versus students who actually transferred.	Establishment comparison data for research.	Fall 2006	Student Equity Committee
5.2.2 Consolidate list of all transfer related programs throughout the District.	Establishment of a consolidated list of transfer programs and services.	Fall 2005	Student Equity Committee
5.2.3 Generate a list of ‘best practices’ for transferring students by population group.	Ensure availability of transfer programs and services for all population groups	Spring 2006	Student Equity Committee

SECTION E

Budget

BUDGET

The Yuba Community College District (YCCD) is in the process of updating all Student Equity data to provide a data-driven plan for student success that will be used in conjunction with the District's Educational Master Plan and Enrollment Management Plan. Numerous possible funding sources, both District general fund and categorical, support programs and services that may serve to improve student success for all populations groups, by age, gender, ethnicity and/or disabled student services. These may include, but not be limited to the following programs and services:

- Associated Students of Yuba College (ASYC)
- Cooperative Agencies Resource Education (CARE)
- Counseling
- Disabled Students Programs and Services (DSPS)
- Equal Opportunity Programs and Services (EOPS)
- Faculty and Staff Development
- Financial Aid
- Funds for Instructional Improvement
- Matriculation
- Non-Credit Matriculation
- Student Support Services (SSS)
- Upward Bound Program
- Vocational and Technical Education Act (VTEA)
- Workforce Investment Act (WIA)
- YCCD Student Clubs and Organizations

Many of these programs have restricted funds that can only be used as outlined in funding policies. However, the goal is to ensure that student equity principles are incorporated in the existing plans for each of the aforementioned programs and/or services.

SECTION F

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

The YCCD Student Equity Committee will work with the Director of Institutional Effectiveness to develop an annual schedule of progress report to measure the extent to which the Student Equity Plan activities are reaching the intended goals. Understanding that in the process goals and/or activities may have to be edited after completion of research and/or surveys included in the plan. The Student Equity Committee, as a subcommittee of the District Council (DC), will work provide annual written and oral updates to the District Enrollment Management Committee, Student Personnel Services Managers (SPS), Instructional Affairs Managers (IAM), District Management Council (DMC), Academic Senate, Site Councils, Associated Students of Yuba College (ASYC), Classified Staff, and Faculty Staff, as well as the Board of Trustees. Each of these committees/groups will provide ongoing evaluation of the Student Equity Plan.

Three Year Student Equity Development:

Phase	Plan Year	Primary Focus
I	2004 - 2005	Establish <u>District</u> baseline data, by population group, for the 2002-2003 academic year, focusing on student success indicators.
II	2005 - 2006	Establish <u>campus-specific</u> baseline data, by population group, for the 2003-2004 academic year, focusing on student success indicators.
		Evaluate Phase I outcomes, incorporating changes based on findings.
III	2006 - 2007	Generate descriptive and evaluative research based on Phase I and II outcomes. Adjust Student Equity Plan based on findings to establish foundation for Student Equity initiatives.

The YCCD Student Equity Plan provides an analysis of student data for the District as a whole. The Committee recommends overall student equity planning be accomplished in three phases over a three year period, beginning in the Spring 2005. This document represents Phase I which incorporates an analysis of data, as a District, based on the 2002-2003 academic year, this establishes the baseline for student equity research. Phase II, the 2005-2006 plan update, will focus on data analysis by campus in comparison to the specific

committees served by each location. Phase III, the 2006-2007 plan update, will combine the findings of the first two phases based on a descriptive research, quantitative method to describe phenomena, and evaluative research, decision making method. The Phase III outcomes will establish the foundation for future student equity initiatives.

Student Equity Plan progress will be reviewed based on the timelines stipulated in each activity. The Student Equity Committee will publish annually the YCCD Student Equity Update (SEU) newsletter to be disseminated to all employees and students, which will focus on research and/or survey results.

SECTION G

Attachments

YCCD Student Data

YCCD Community Data*

* Generated from:
Department of Finance
Demographic Research Unit
May 2004