



2019-2022 Student Equity & Achievement (SEA) Program Chabot College Executive Summary



Chabot College Mission Statement

Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Our students contribute to the intellectual, cultural, physical, and economic vitality of the region. The college responds to the educational and workforce development needs of our regional population and economy. As a leader in higher education, we promote excellence and equity in our academic and student support services. We are dedicated to student learning inside and outside the classroom to support students' achievement of their educational goals.

Introduction

Chabot College (CC) along with its sister college, Las Positas College (LPC) comprise the Chabot-Las Positas Community College District (CLPCCD). For over 50 years, Chabot College has served the communities of Hayward, Union City, San Leandro, Castro Valley, San Lorenzo, Ashland, Cherryland, Fairview, and Sunol. Chabot College has and continues to be in the forefront of teaching and learning innovation and holds the distinction of pioneering the nationally recognized learning communities of Puente, Daraja (rebranded as Umoja) and the Striving Black Brothers Coalition (SBBC). Chabot College is accredited by the following institutions: The Accrediting Commission for Community and Junior Colleges (ACCJC) through its Western Association of Schools and Colleges (WASC), the Commission on Dental Accreditation (CODA), the California Board of Registered Nursing, the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the National Association of Schools of Music (NASM), and our Early Childhood Development Associate of Arts degree is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs (NAEYC).

Demographic Snapshot

Chabot College is one of the most diverse community colleges in the nation. The college is a “minority-majority” institution in which 84% (Fall 2018) of the student population are students of color. Half of our population is Chicana/Latina and African American combined (Hispanic-Serving Institution). According to the Fall 2017 Student Satisfaction Survey, nearly three-quarters of the student population are low income. Over 50% of our students are the first in their families to attend college, and many come from under-performing secondary education institutions in the service area. As of Fall 2018, the College enrollment was 14,501 total students. When disaggregated by gender, our population is 51% female, 47% male, and 2% other.

Vision

Chabot College is a learning-centered institution with a culture of thoughtfulness and academic excellence, committed to creating a vibrant community of life-long learners.

Mission

Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Our students contribute to the intellectual, cultural, physical, and economic vitality of the region. The college responds to the educational and workforce development needs of our regional population and economy. As a leader in higher education, we promote excellence and equity in our academic and student support services. We are dedicated to student learning inside and outside the classroom to support students’ achievement of their educational goals.

Values

The colleges’ vision and mission are supported by the following collective values:

Learning and Teaching

- Supporting a variety of teaching philosophies and learning modalities
- Providing an environment conducive to intellectual curiosity and innovation

- Encouraging collaboration that fosters learning
- Engaging in ongoing reflection on learning, by students and by staff
- Cultivating critical thinking in various contexts
- Supporting the development of the whole person

Community and Diversity

- Building a safe and supportive campus community
- Treating one another with respect, dignity, and integrity
- Practicing our work in an ethical and reflective manner
- Honoring and respecting cultural diversity
- Encouraging diversity in our curriculum and community of learners

Individual and Collective Responsibility

- Taking individual responsibility for our own learning
- Cultivating a sense of social and individual responsibility
- Developing reflective, responsible and compassionate citizens
- Playing a leadership role in the larger community
- Embracing thoughtful change and innovation

Chabot Student Equity

Equity Mission

The Chabot College community recognizes that many of our students have not been afforded the opportunities to succeed academically due to the disparities in racial, cultural, and economic privileges. Our mission at Chabot College is to provide students furthest from opportunity with the equitable tools to develop their full academic, social, and human potential so that success is no longer predictable by race, social class, veteran status, gender identity or citizenship. This includes developing the capacity and leadership of faculty, staff, and administrators to transform our institutions by identifying and eliminating inequitable practices or policies and by cultivating the unique gifts, talents and interests of every student.

Student Access, Success, and Equity (SASE) Committee

The Chabot College Student Equity and Achievement (SEA) Equity Plan has been developed with the active involvement of a comprehensive list of groups on campus, including the Faculty Senate, Academic Senate, Student Senate, student services representatives, instructional support staff, faculty, and appropriate community members and strategic partners. In 2018, Chabot created a new shared governance structure that developed from an institutional effectiveness initiative. Under this new structure, the new committee Student Access, Success, and Equity (SASE) was created, both to

respond to the direction the state was taking with funding, as well as to integrate the planning and implementation of student-success programs at Chabot College. The first project SASE completed was the development of the 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program.

In 2018-19 and going forward, SASE serves as the primary governance oversight committee for the SEA program. Committee membership is broad and cross-sectional, including multiple service areas and positions including: DSPS, EOPS/CARE, CalWORKs, Puente, Umoja, Guardian Scholars, MESA TRiO Director, STEM/Center Equity Director, Institutional Research Coordinator and Analyst, Deans of Instruction, Dean of Special Programs, Directors of Student Equity & Success, Director of Student Life, Director of Institutional Effectiveness, TRiO/ETS Program Director, Veterans Center Coordinator, VPSS, VPI, and faculty, classified, and student senate representatives. The student equity planning has been coordinated with the Vision for Success and institutional planning efforts such as program and area review, accreditation self-evaluation, and the educational master planning process.

SEA Equity Plan Goal Setting

The SEA Equity plan requires colleges to goal-set for five metrics for the overall population, then to establish additional goals for any group that is disproportionately impacted for a particular metric with the aim of closing achievement gaps.

The Five Goals for the Overall Population

1. Access: Enrolled in same community college to which applied
2. Persistence: Retained from fall to spring at the same college
3. Completion: Attained the Vision Goal Completion Definition
4. Transfer: Transferred to a four year institution
5. Completed both transfer-level Math and English within the District in the First Year of Attendance

Methodology

The Institutional Research Office used a method similar to what was used to establish goals for the college's accreditation report, the standard deviation method of goal setting. We kept in mind that for accreditation we are setting one year stretch goals, and that for the SEA Equity plan we are setting three year goals that we believe are reasonable to attain. In both cases, we looked at previous years of data provided by the state and calculated the standard deviation. Standard deviation is a way to calculate how much variation there is in a metric. For accreditation stretch goals, we used the past five years of data to calculate a standard deviation and added one standard deviation to the most recent year's data to establish a goal that would be challenging to reach, would be unlikely to hit just by chance, but that we deemed as attainable based on the past five years of data. For the SEA Equity plan, we were not given five years of data by the state. So we used the data that we had, anywhere from 2-4 years of data, to roughly calculate a standard deviation. We added this one standard deviation to the most recent year's data and evaluated whether that goal was attainable.

We then adjusted, if needed, with an aim of establishing a goal that was above the current standard, but also achievable.

Goals for Disproportionality Impacted Groups

For the goals for disproportionately impacted (DI) groups, the CCCCCO prepopulated the template with what numbers would be needed to achieve minimum equity (a DI target population coming within 2% of the overall population on metrics 1-3, or the cohort of students achieving the metric at 81% of the overall population's rate of achievement on metrics 4 and 5) and full equity (the number of students in a DI target population needed to achieve a metric so that there is no disproportionate impact). Reaching "minimum" equity is stretch or aspirational goal, given the deeply entrenched opportunity gaps members of disproportionately impacted groups face. However, because of the relatively small numbers of students in the DI groups, the difference between reducing the equity gap by 40% (the Vision for Success System-wide Goal) and reaching minimum equity is a relatively small difference in the actual number of students we need to impact. Therefore, we set a goal of minimum equity for all DI groups with two exceptions.

First, for African American students, we set a higher goal because African American students have been chosen as the focal group by SASE. Since this group will be receiving deeper attention and focused interventions and support, SASE wanted to establish a somewhat higher goal for African Americans in comparison to other DI populations. The goal outcomes for the metrics in which African Americans are a DI group are within 1 percent of the overall population on metrics 1 to 3; and within 90% of the rate of the overall population on metrics 4 and 5.

The second exception is for "DI groups," automatically populated by NOVA, for whom we are not targeting interventions. For example, we are not targeting interventions towards "some other race" or "more than one race" because it is difficult to identify and develop programs for these populations. Additionally, we are not targeting interventions to support White Male students in addressing historical and current structural, political, and systematic cultural barriers because we are not aware of literature that shows that these groups experience systematic or structural discrimination. For these groups, we set a goal to reflect the overall population increase (established by calculating a standard deviation, evaluating, and then translating into a percent increase).

Progress on Prior Years' Equity Plan Objectives

Chabot College's prior years' equity plans were based on student equity needs identified by our institutional research office. Chabot has successfully closed the equity gap on access and enrollment for students with disabilities and veterans. We believe this success can be attributed to hiring of two additional full-time staff and establishing a Veterans Resource Center (VRC). The Center opened in January 2016. In 2017 we hired a full-time Veterans Program Coordinator to oversee the VRC, and in 2018, we hired a Veterans Certifying Official. The VRC is located in the Student Center and has been customized to serve the particular needs of veteran students with integrated counseling, tutoring, agency representative space, computer/printers/copiers free for veteran students, study areas, conference room and lounge space for veterans to connect with one another outside of class in a safe and welcoming environment. The VRC serves as the Certifying Official location and provides opportunities to pilot a new learning community for student veterans with linked courses for new students.

Hiring personnel also made a difference to our DSPS program, where we were able to hire a full-time Director to provide management oversight and coordination for our staff in the Disabled Student Resource Center (DSRC). Since hiring the Director, the DSRC has made great strides in implementing universal design elements to make the college more accessible to students with disabilities on multiple fronts. First, Chabot has recently invested in a new electric mobile vehicle that assists with transportation across the campus. Second, there has been a strong push to streamline and improve all digital and print content across the campus, including all webpages and flyers. Third, signing and/or closed captioning services are provided for larger scale events, such as commencement activities. Fourth, there are enhanced outreach events for disability awareness throughout the year.

Current efforts continue to focus on scaling-up programs that have proven successful. We know from our institutional research that African American students who are enrolled in the Umoja learning community succeed at higher rates in college English than African American students not enrolled in the program. We also know that students enrolled in the Puente Program and who participate in Extended Opportunity Program and Services (EOP&S) persist at higher rates than their peers not enrolled in these student support programs. Additionally, new data on Chabot's First Year Experience (FYE) program show promising results with a 92% term-to-term persistence rate and 73% course success rates with less disproportionate impact across student groups than any other mixed-group special program.

SEA continues to fund support staff for other disproportionately impacted student groups such as UMOJA, RISE (formerly incarcerated student program), the nationally-recognized Striving Black Brothers Coalition (SBBC), My Sister's Keeper, Latina's United N Academics (LUNA), Creating Academic Readiness Network for Aspiring Latinos (CARNAL), and Guardian Scholars (foster youth). The Student Equity Director and STEM Center Equity Director are pillars of this plan, along with an Instructional Assistant, who provide academic and student support services for DI groups.

In the areas of the instructional support, the plan funds temporary instructional assistants in the Math and STEM labs to focus on better supporting the learning needs of the students in high need populations. Additionally, faculty coordination funding to support learning communities--FYE, Change it Now (CIN) – Social Justice, and PUENTE--is provided, along with a consultancy budget for the facilitation of college-wide student equity consciousness and development dialogues. A significant allocation for professional development of faculty is planned to foster increased cultural competency, with the Chabot Collaborative for Equity and Professional Growth (CCEPG). This is a faculty-led initiative that provides: (1) ongoing equity retreats for all stakeholders to deepen their equity lens and practice, (2) equity institutes which focus on transformative pedagogical practices, and (3) affinity groups for racial/ethnic groups. Finally, direct student aid for books, transportation, food, or child care are provided, and conference expenses related to equity as well as program/operating supplies are provided.

Each student success indicator for each disproportionately impacted group is assessed for progress after the completion of each term or year. Initiatives are evaluated on the basis of achieving both process and quantitative goals for effectiveness in closing equity gaps. *See charts below:*

Chabot College Equity Plan Objectives by Goal Area
Objectives from Prior Years' Equity Plans and Progress through Summer/Fall 2018

Objectives	Disproportionately Impacted Group	Starting Point ⁽¹⁾ and GOAL ⁽²⁾ by 2020	Latest	Increased?	Met Objective?
A. Access			Fall 2018		
<u>Increase the percentage of:</u>					
Students with disabilities at Chabot	Disabled	6 to 7%	7%	Yes!	Met!
Foster youth students at Chabot	Foster Youth	3 to 4%	2%	Decreased	No
Veteran students at Chabot	Veterans	1% to 3%	3%	Yes!	Met!
B. Course Completion / Course Success⁽³⁾			By Summer 2018		
<u>Increase the success rates of:</u>					
African American students	African Am	57% to 62%	58%	Yes!	Not yet
C. ESL and Basic Skills Course Completion⁽³⁾			By Summer 2018		
<u>Increase the percentage of:</u>					
Students with disabilities completing English 101A	Disabled	44 to 49%	58%	Yes!	Met!
Latinx students completing English 1A w/in 2 yrs of ESL 110D	Latinx	10 to 28%	29%	Yes!	Met!
Filipino students completing English 1A w/in 2 yrs of English 101B	Filipino	57 to 70%	64%	Yes!	Not yet
African Am students completing English 1A w/in 2 yrs of English 101B	African Am	62 to 70%	59%	Decreased	No
African Am students completing English 1A w/in 2 yrs of English 102	African Am	64 to 65%	60%	Decreased	No
African Am students completing Math 55 within 2 years of Math 65	African Am	33 to 50%	48%	Yes!	Not yet
Filipino students completing Math 55 within 2 years of Math 65	Filipino	44 to 50%	61%	Yes!	Met!
Students with disabilities completing Math 53	Disabled	32 to 36%	54%	Yes!	Met!
Low income students completing Math 53	Low income	40 to 46%	55%	Yes!	Met!

Notes: (1) Baselines were established in 2014-2015 from the latest data available then.

(2) These goals have been updated in the current SEA plan to reflect the college's mission of reducing disproportionate impact.

(3) Rates are for latest 3 years combined, to form a rolling average.

Chabot College Equity Plan Objectives by Goal Area
Objectives from Prior Years' Equity Plans and Progress through Summer/Fall 2018

Objectives	Disproportionately Impacted Group	Starting Point ⁽¹⁾ and GOAL ⁽²⁾ by 2020	Latest	Increased?	Met Objective?
D. Degree and Certificate Completion					
<i>Increase the 4-year degree-earning rate of⁽⁴⁾:</i>					
African American students	African Am	2 to 9%	5%	Yes!	Not yet
American Indian / Alaskan Native students	Native Am	3 to 9%	*		
Hispanic / Latinx students	Latinx	6 to 9%	7%	Yes!	Not yet
Pacific Islander students	Pacific Islander	5 to 9%	3%	Decreased	No
Students with disabilities	Disabled	2 to 5%	3%	Yes!	Not yet
Foster youth students	Foster Youth	2 to 5%	4%	Yes!	Not yet
<i>Increase the 4-year certificate-earning rate of⁽⁵⁾:</i>					
African American students	African Am	2 to 7%	0%	Decreased	No
American Indian / Alaskan Native students	Native Am	0 to 7%	*		
Filipino students	Filipino	2 to 7%	*		
Hispanic / Latinx students	Latinx	1 to 7%	3%	Yes!	Not yet
Pacific Islander students	Pacific Islander	2 to 7%	*		
Foster youth students	Foster Youth	1 to 2%	*		
E. Transfer					
<i>Increase the 6-year transfer-rate of⁽⁶⁾:</i>					
African American students	African Am	30 to 48%	22%	Decreased	No
Filipino students	Filipino	38 to 48%	40%	Yes!	Not yet
Hispanic / Latinx students	Latinx	30 to 48%	28%	Decreased	No
Hawaiian or Pacific Islander students	Pacific Islander	20 to 48%	38%	Yes!	Not yet
Students age 40 to 49	Age 40-49	20 to 34%	15%	Decreased	No
Students with disabilities	Disabled	27 to 33%	25%	Decreased	No

* Sample size fewer than 20, so results are not shown.

Notes: (4) Rates are out of new students enrolled in Academic Years 2012-13 through 2014-15 and have an educational goal of Degree or Transfer.

(5) Rates are out of new students enrolled in Academic Years 2012-13 through 2014-15 and have an educational goal of Certificate.

(6) Rates are out of new students in AY 2010-11 who completed 12 units and attempted a transfer-level English or Math course within 6 years of entering Chabot.

Sources: Chabot-Las Positas CCD IR Dataset, except Transfer Rate: Transfer Velocity from Chancellor's Office Data Mart.

On the Horizon, What We hope to Achieve in the Next Three Years

Outreach through Student Services

Chabot maintains strong partnerships with local high schools, with significant outreach efforts to service area high schools. We seek to strengthen our relationships and expand our offerings and support, including placement and educational planning and multiple outreach events, including open houses and welcome programs.

Counseling and Special Program Divisions

These offices assist new and continuing students with planning and achieving career and educational goals. We hope to expand the level of contact that all students receive, most especially in our DI groups. Our focus will continue to be on providing the following:

- Individual meetings and courses designed to support student retention and success
- Use of early alert system to facilitate early intervention for student experiencing difficulty
- Support students as they explore options and plan their transitions as they near completion of their educational goals
- Provide emotional support services through ongoing support groups, on-call intervention or support services, and referrals for ongoing care

Material Support

Through the Equity Office, we are committed to continuing to offer students support for material needs, including a food pantry, transportation, books, and other academic and personal needs. We continue to explore opportunities to assist students with food, housing and transportation insecurity issues. We are proud to report that we have been awarded a planning grant to become a Smart Point Center, offering financial and personal planning services to students.

Guided Pathways and Learning Communities

Guided Pathways will enter its second year of planning during 2019-2020. Chabot College currently offers multiple learning communities in addition to our First-Year Experience cohorts. These include Puente, Umoja (formerly Daraja), and our First-year Experience program, which currently consists of seven pathways.

LGBT

This group was identified in the Spring of 2019 as a disproportionately impacted group. Our commitment in this three year plan is to conduct outreach, use focus groups of students to identify the needs, develop a plan to provide the resources and support these students need, and implement that plan.

Success Metrics and Goals

Enroll in the Same Community College

The baseline for the 2017-18 academic year, or the number of students who applied and then enrolled at Chabot College, was 17099 for the overall student population. The college has set a goal of 17456, based on historical trends and variation over the past four years. We have no DI groups for this metric.

Retained from Fall to Spring

The baseline for the overall population for persistence from fall to spring in 2017-18 was 9314. The college has set a goal of 9472 based on historical trends and variation over the past four years. Certain groups have experienced disproportionate impact, the goals for these groups are:

- African American, female: increase from 515 to 571, or an additional 56 students
- African American, male: increase from 366 to 404 or an additional 38 students
- Foster Youth, male: increase from 51 to 59, or an additional 8 students
- LGBT, female: increase from 124 to 136 or an additional 12 students
- LGBT, male: increase from 70 to 80 or an additional 10 students
- White female: increase from 574 to 584, or an additional 10 students

Transfer to a Four-Year University

The baseline for overall transfer to a four-year university during 2016-17 was 1435 students. The goal is to reach 1476 in three years. Certain groups have experienced disproportionate impact, the

goals for these groups are:

- Disabled, male: increase from 30 to 37, or an additional 7 students
- Disabled, female: increase from 41 to 49, or an additional 8 students
- Hispanic, male: increase from 150 to 183, or an additional 33 students
- Native Hawaiian or Other Pacific Islander, male: increase from 4 to 8, or an additional 4 students
- Native Hawaiian or other Pacific Islander, female: stay consistent at 10 (the target for achieving minimum equity for this population)
- Foster youth, male: increase from 5 to 8, or an additional 3 students
- LGBT, female: increase from 12 to 15, or an additional 3 students

Completion of Transfer-Level English and Math

The number of students who completed transfer-level English and math in one year during 2017-18 was 169 students. In three years, the goal is to reach 196 completing transfer-level English and math in one year. Certain groups have experienced disproportionate impact, the goals for these groups are:

- African American, male: increase from 4 to 7, or an additional 3 students
- Disabled, male: increase from 0 to 4, or an additional 4 students
- Disabled, female: increase from 0 to 2, or an additional 2 students
- Foster Youth, male: increase from 0 to 1, or an additional 1 student
- Foster Youth, female: increase from 0 to 1, or an additional 1 student
- Hispanic or Latino, female: increase from 16 to 28, or an additional 12 students
- Hispanic or Latino, male: increase from 24 to 28, or an additional 4 students
- LGBT, female: increase from 0 to 2, or an additional 2 students
- Native Hawaiian or Other Pacific Islander, male: increase from 0 to 1, or an additional 1 student
- Native Hawaiian or Other Pacific Islander, female: increase from 0 to 1, or an additional 1 student

Attained the Vision Goal Completion Definition

In 2017-18, 1026 students attained the Vision Goal Completion. In three years, our goal is to have 1141 students attain Vision Goal Completion. Certain groups have experienced disproportionate impact, the goals for these groups are:

- LGBT, male: increase from 4 to 9, or an additional 5 students

- LGBT, female: increase from 14 to 15, or an additional 1 student
- Foster Youth, male: increase from 2 to 6, or an additional 4 students
- Foster Youth, female: increase from 8 to 11, or an additional 3 students
- African American, male: increase from 31 to 43, or an additional 13 students
- Some other race, male: 1 (consistent with the target for the overall population increase)
- More than one race, male: increase from 20 to 22, or an additional 2 students
- Disabled, male: increase from 20 to 25, or an additional 5 students
- White, male: increase from 55 to 61, or an additional 6 students (consistent with the target for the overall population increase)

Activities to Support 2019-2022 Metric Achievement

ACHIEVING OUR STRATEGIC PLAN GOAL



What are we trying to do?

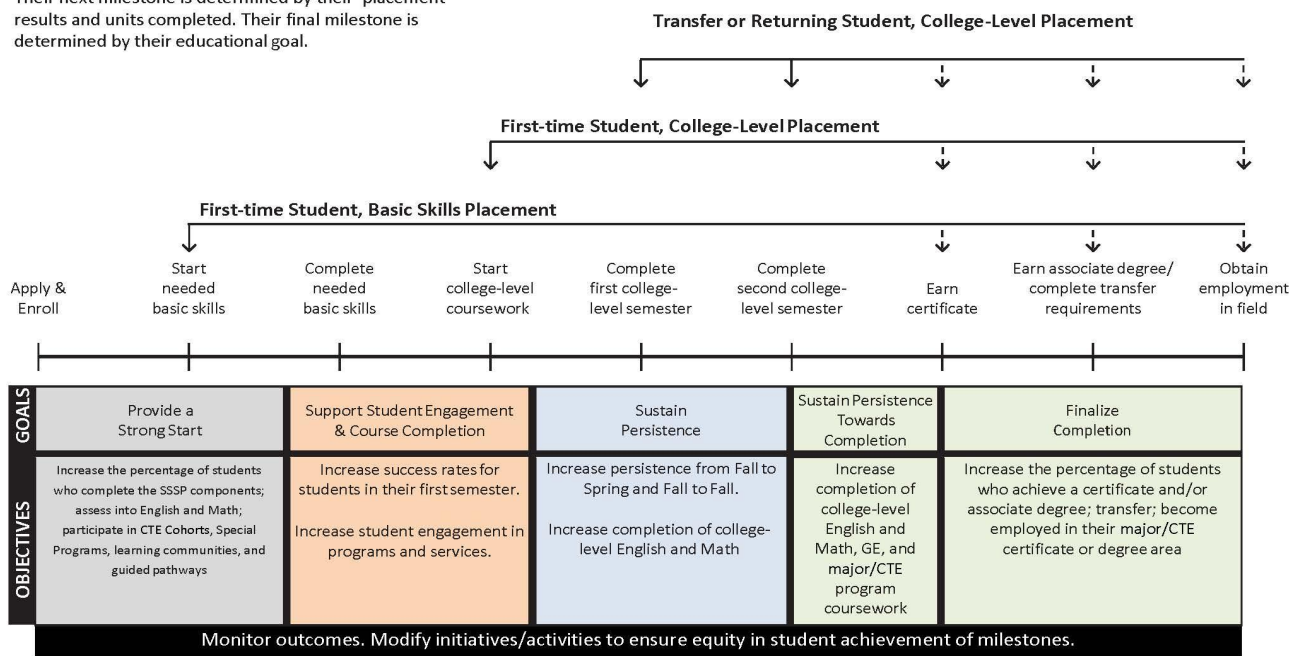
We are trying to increase the number of students that achieve their educational goal within a reasonable time and ensure equitable outcomes among student groups.

How are we going to do it?

We will clarify pathways and provide information and support to our students at key transition points in their education.

STUDENT MILESTONES FRAMEWORK

All students start at the “Apply & Enroll” milestone. Their next milestone is determined by their placement results and units completed. Their final milestone is determined by their educational goal.



The milestone framework referenced above was designed before the implementation of AB 705. The new Director of Institutional Effectiveness will lead the campus in revisiting this chart to streamline campus plans and frameworks for AB 705 and Guided Pathways. Integrating key ideas from the current milestones framework and the evolving plans for AB 705 and Guided Pathways, we have listed key programs and activities that currently exist that will be augmented, expanded, or scaled-up in the coming years. Additionally, new programs and activities designed to reduce or eliminate the opportunity gap for our DI student groups are also listed. The programs and activities, along with the metrics to assess their impact, are grouped by one of the four pillars of the Guided Pathways framework.

Clarify the Path: Onboarding Process--Provide a Strong Start

The first pillar of Guided Pathways is to create clear curricular pathways to further education and employment. Below, we list both the metrics we will use to assess progress, as well as the activities we anticipate will impact success in this area.

Metrics:

- Overall Population:
 - Enrollment in the same community college

Activities:

- Strengthen external service area relationships and internal collaborations
- Create and institutionalize a campuswide onboard process to seamlessly engage, connect, and guide students, particularly Black or African American, Foster Youth male or LGBT, students, through core matriculation services, including updating our online and in-person orientations, implementing DegreeWorks, and increasing and strengthening student educational planning activities
- Provide students with opportunities to tour college, complete services, explore pathways, and create excitement and engagement with the campus and college offerings, including connecting students to learning communities and student groups, clubs, and associations
- Expand existing offerings for early commitment (Early Decision) to Chabot College to high schools within and adjacent to our service area
- Partner with El Centro to scale-up Math Jams for approximately 200+ new students

Clarify & Enter the Path

The second pillar of Guided Pathways is help students choose and enter their pathway. Below, we list both the metrics we will use to assess progress, as well as the activities we anticipate will impact success in this area.

Metrics:

- Overall Population:
 - Retention from fall to spring
 - Completed both transfer level math and English within the district in the first year
- Disproportionately Impacted Student Groups: Retention from fall to spring

- *American Indian or Alaska Native, female*
- *Black or African American, male and female*
- *Foster Youth, male*
- *LGBT, male and female*
- *White, female*
- Disproportionately Impacted Student Groups: Completion transfer level math and English
 - *Black or African American, male*
 - *Disabled, male and female*
 - *Foster Youth, male and female*
 - *Latinx, male and female*
 - *LGBT, female*
 - *Pacific Islander, male and female*

Activities:

- By increasing the number of first semester planning sessions and implementing DegreeWorks, all new students will explore career/transfer college options and select a program of study
- Strengthen our internal and external collaborative relationships
- Scale up FYE, Pathways, and Learning Communities

Stay on the Path

The third pillar of Guided Pathways is to support students in staying on their pathway. Below, we list both the metrics we will use to assess progress, as well as the activities we anticipate will impact success in this area.

Metrics:

- Overall Population:
 - Retention from fall to spring
 - Completed both transfer level math and English within the district in the first year
- Disproportionately Impacted Student Groups: Retention from fall to spring
 - *American Indian or Alaska Native, female*
 - *Black or African American, male and female*
 - *Foster Youth, male*
 - *LGBT, male and female*
 - *White, female*
- Disproportionately Impacted Student Groups: Completion transfer level math and English
 - *Black or African American, male*
 - *Disabled, male and female*
 - *Foster Youth, male and female*
 - *Latinx, male and female*
 - *LGBT, female*
 - *Pacific Islander, male and female*

Activities:

- Scale-up opportunities for *all* students to into a learning community
- Create and institutionalize ongoing communication with students to engage, connect, and guide students to maintain progress towards educational goal, increase and strengthen student educational planning activities, and create satellite service points
- Expand the use of appropriate and frequent interventions with students experiencing difficulty in coursework, including online counseling and tutoring, specifically tutoring support for transfer-level math not taught in math division (e.g., PSY 5), expand mental health services and communication about mental health to students, ensure that the specific learning and material needs of various DI groups are met (e.g., print and digital content accessible using universal design principles)
- Specialized counseling for various majors with complicated or highly differentiated requirements
- Expand Chabot Collaborative for Equity and Professional activities, including equity institutes and retreats, replicating pilots, providing training on course and syllabi development, as well as culturally responsive pedagogy and innovative practice
- Offer opportunities for students of color to connect with role models and leadership that has positively impacted their communities
- Research and implement “success team” model (similar to FYE model)
- Research existing enrollment patterns to identify gateway course access, and ensure full articulation of all gateway courses
- Scale opportunities for students NOT in a cohort program to access conferences and networking events, conduct research, participate in events
- Centralize and implement strategic planning around AB705 implementation, including coordinating between academic and student services, new assessment processes, new pathway and SEP planning for appropriate course placement, implementation of redesigned courses, assess implementation for equity and access, launch active learning classrooms model
- Work with Institutional Research and Institutional Effectiveness to gauge impacts and effectiveness, to identify LGBT students and student needs to develop appropriate support, to identify barriers for white female students

Ensure Learning is Happening (Completing Educational Goal)

The fourth pillar of Guided Pathways is to ensure learning is happening with intentional outcomes, such as students completing their educational goals. Below, we list both the metrics we will use to assess progress, as well as the activities we anticipate will impact success in this area.

Metrics:

- Overall Population:
 - Attained the Vision Goal Completion

- Transfer to a four year institution
- Disproportionately Impacted Student Groups: Attained the Vision Goal Completion
 - *Black or African American, male*
 - *Foster Youth, male and female*
 - *LGBT, male and female*
 - *Disabled, male*
- Disproportionately Impacted Student Groups: Transfer to four year institution
 - *American Indian or Alaska Native, male*
 - *Disabled, female and male*
 - *Foster Youth, male*
 - *Latinx, male*
 - *LGBT, female*
 - *Native Hawaiian or other Pacific Islander, male and female*

Activities:

- Implement auto-award of degrees and certificates to eligible students
- Explore feasibility of aligning internal and external schedules and processes
- Use and promote DegreeWorks as platform for monitoring progress towards completion, including implementing a “ready-to-complete” (>45 completed) student intervention
- Offer services to students to enhance student effectiveness after leaving Chabot, including job search and application process, student employment and internships, volunteer opportunities, campus leadership and other training opportunities
- Provide specialized programs to support all DI groups, with particular attention to academic and basic need support, in attaining completion (e.g., expansion of existing learning communities, food, transportation, textbooks, etc)
- Complete major institutional research tasks associated with measuring success, guided pathways, and SEA metrics
- Implement internal recognition programs across all DI groups with associated external communication (public relations)

Resources Budgeted to Achieve College Goals

The planning and budgeting for the next three years reflect an integrated approach among the three programmatic areas that historically received funding, Student Success and Support Programs (SSSP), Basic Skills Initiative (BSI), and Equity. Working collaboratively as programs and within our Student Access, Success, and Equity Committee, members and leaders identified the extension of programs and personnel together with identifying new areas of needed responses. The basic budget framework for activities is shown below. The majority of the equity funding for 2018-19 and beyond will be expended for the activities, programs and personnel identified in this Student Equity Plan. A significant portion of the Student Equity funds allocated to the college are dedicated to personnel, while remaining funds are distributed through a proposal process as part of the college’s integrated planning and resource allocation process. Through this process, departments submit resource requests for equity funding to support DI groups. The SASE Committee together with the administrators for the funds review the requests and prioritize the requests based on equity

goals. The college will continue to review institutional data on an annual basis and evaluate the efficacy of activities and programs that receive equity funding.

Expenditure of Student Equity Funding: 2015-16, 2016-17 and 2017-18

The majority of Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended via the activities, programs and personnel identified in the Student Equity Plan. A significant portion of the Student Equity funds were dedicated to personnel, while remaining funds were allocated through a proposal process open to academic and students services. Table 1 below indicates our planned Integrated Plan budget, with Table 2 and 3 reflecting how *equity* funds were expended for the 2016-17 and 2015-16 years. This is consistent with the State expenditure reports that were respectively submitted.

In the case of the 2017-18 Integrated Plan, the total budget for the three programs was \$3,143,897, with the following program area allocations:

Student Equity	\$940,190
SSSP	\$2,087,707
BSI	\$116,000

2017-18 INTEGRATED BSI/STUDENT EQUITY & SSSP PLANNED BUDGET

Table 1. 2017-18 Planned Integrated Budget

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match
1000	Academic Salaries	\$ 37,300	\$ 260,000	\$ 639,330	\$ 1,836,034		
Employe	Classified and Other Nonacademic Salaries	\$ 50,000	\$ 272,386	\$ 804,532	\$ 397,950		
3000		\$ 12,700	\$ 167,200	\$ 492,622	\$ 929,678		
4000	Supplies & Materials	\$ 6,000	\$ 5,680	\$ 91,021	\$ 12,595		
5000	Other Operating Expenses and Services	\$ 10,000	\$ 226,924	\$ 54,202	\$ 92,053		
6000	Capital Outlay	\$ -	\$ 8,000	\$ 6,000			
7000	Other Outgo	\$ -	\$ -				
	Program Totals	\$ 116,000	\$ 940,190	\$ 2,087,707	\$ 3,268,310	\$ -	\$ -
					Match		Match
					BSI, SE, & SSSP Budget Total		\$ 3,143,897

2016-17 STUDENT EQUITY EXPENDITURES

Table 2. 2016-17 Equity Expenditures

Academic Salaries	\$130,994
Classified/other non-academic salaries\$	\$298,259

Employee Benefits	\$69,149
Supplies and Materials to support students	\$42,146
Other operating expenses and services	\$328,402
Capital Outlay	\$29,398
Other outgo (Direct Aid to students)	\$53,072
TOTAL	\$951,400

2015-16 STUDENT EQUITY EXPENDITURES

Table 3. 2015-16 Equity Expenditures

Academic Salaries	\$132,717
Classified/other non-academic salaries	\$444,066
Employee Benefits	\$85,977
Supplies and Materials to support students	\$29,367
Other operating expenses and services	\$296,424
Capital Outlay	\$30,073
Other outgo (Direct Aid to students)	\$129,357
TOTAL	\$1,147,981