Chaffey College

2019-2022 Student Equity Plan
Executive Summary

The Purpose of the 2019-2022 Student Equity Plan

Chaffey College remains committed to providing quality educational experiences for all of its students, especially those who have been historically underserved or underrepresented in higher education. The College's previous Student Equity Plans have played a significant role in advancing equity-centered practices at all levels of the institution. The activities and goals outlined in the 2019-2022 plan utilize campus-based and national research to identify solutions and methods with the aim of increasing academic success and expanding an equity-minded culture throughout the institution. The College's efforts reflect our dedication to facilitating intersegmental strategies and collaboration that empower students to reach their academic goals and promote a culturally affirming campus environment.

Chaffey College's vision, "improving lives through education," remains at the foundation for the activities listed in the 2019-2022 Student Equity Plan. The Plan extends ongoing college-wide conversations and efforts addressing student success. Programs, support services, and instructional approaches have been, and will continue to be coordinated, regularly evaluated, and revised where necessary to achieve stated goals.

The 2019-2022 Student Equity Plan serves as a blueprint for:

- Achievement of equitable access, student success, retention and persistence in order to increase the number of disproportionately impacted students who complete certificates and degrees or transfer to four-year institutions.
- Identification and elimination of barriers to student success amongst underserved populations.
- Provisions for professional growth and development of a climate of inclusion for all faculty, staff and students, particularly those from minoritized groups.

The heart of the Student Equity Plan is the disaggregation of data to identify where specific groups are experiencing the greatest disproportionate impact and creating a plan of action to set goals and objectives tailored for those identified groups. The College will regularly provide opportunities through its shared governance process to disseminate disaggregated data, analyses of success rates for target populations, as well as local and national best practices.

After developing a working group of cross-functional campus stakeholders and holding in-person and virtual open forums, the 12 activities included in the Plan were designed to enable the College to better serve our disproportionately impacted student populations between the years of 2019 and 2022.

Framework

The 2019-22 Student Equity Plan is rooted in an understanding of the need for a transformative examination of our institutions and the systemic processes that have exacerbated inequitable success rates among historically underrepresented and minoritized students since the inception of higher education. This Plan is Chaffey College's call to action as our College takes a stand to engage in substantive, sustained, outcomes-oriented dialog about student learning, student equity, academic engagement, institutional effectiveness, and continuous reflective praxis by all constituents. Maintaining our vision to "improve lives through education" requires full support of our students' holistic pursuits while at the same time recognizing and dissecting their histories of oppression, racism, inequity and struggle. Moreover, as we create new and improve existing services and infuse equity-mindedness into our academic programs, a close inspection of the intersectionality of identity and recognition of our students' full humanity are required in order to serve our students holistically.

Like many others enrolled in community college, students choose Chaffey College for its affordability, open-access policies, flexible class schedules, proximity to home, and diversity of programs. Our students seek degrees and certificates from Chaffey as a means for self-empowerment, economic advancement and social mobility for themselves and their families. Though their reasons for attending a community college may vary, while they are enrolled they are entrusting this institution to aid them in attaining their goals. We must highly value this trust and multilaterally confront the conditions that lead to disproportionate success rates by race, gender, socio-economic or ability statuses. These conditions, both inside and outside the classroom, have been shown to impact our students' academic performance, the quality of their engagement with faculty, staff and other students, and ultimately their decisions to persist in their education.

Our 2019-22 Student Equity Plan is founded upon two guiding frameworks: The Research and Planning (RP) Group's *Student Support (Re)defined[1]* and bell hook's *Teaching to Transgress[2]*. *Student Support (Re)defined* is the result of a mixed-methods study where 807 community college students from across California shared their perspectives on what factors best contribute to goal attainment. The results from this study found that programs and services that aim to foster student motivation and ensure comprehensive support, particularly for African American and Latinx students, should ensure that employed strategies focus on the following six success factors (listed in order of importance):

Directed: Students have a goal and know how to achieve it
Focused: Students stay on track-keeping their eyes on the prize
Nurtured: Students feel somebody wants and helps them to succeed
Engaged: Students actively participate in class and extracurricular activities

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[1] *The Research and Planning Group for California Community Colleges (RP Group) developed the six success factors framework as part of the Student Support (Re)defined study.*
[2] hooks, b. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

Connected: Students feel like they are part of the college community
Valued: Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

Additionally, in *Teaching to Transgress*, hooks asserts a need to create community on our college campuses, especially in our classrooms. She asserts that creating a sense of community "create[s] a climate of openness and intellectual rigor… [and] a sense that there is shared commitment and a common good that binds us" (p. 40). Furthermore, listening to our students' voices, more importantly, creating opportunities to amplify their voices, may offer powerful insight into understanding the barriers they encounter both on campus and off campus that impact their educational trajectories. However, as hooks explains, creating places on campus where students only feel safe, and not necessarily challenged from an ethic of love, trust and support, will never fully address the social injustices that have been and continue to be committed on a daily basis against our students. Likewise, this can also be said for the working environments that we create for the faculty and staff who work tirelessly to serve our students. Therefore, the community that we create should not only serve to emancipate our students, but also our faculty and staff in order to support their exploration of innovative and courageous ways to better meet our students' diverse needs and promote learning.

These frameworks serve as guiding lights to our continued work and ground our activities and interventions within a foundation of a common language and conviction. We must ask ourselves and one another, "do our efforts lead to students being more directed, focused, nurtured, connected, valued, and engaged in community?" Given the diverse mission of the College and the community served by it, the College must evaluate its services and pedagogies through the lenses of equity, disproportionate impact, educational opportunity, and access. Institutional practices must be set in place in order to more fully examine the experiences of our campus community and understand the systems that perpetuate the inequities we observe. More importantly, we must take the courageous steps to implement solutions to confront and justly eradicate these systems.

Student Groups

Each California community college must maintain a Student Equity Plan as a condition for receiving funds under the Student Equity and Achievement Program (SEA) - EDC 78222(b). The goal is to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances. Colleges are required to use campus-based research to assess disproportionate impact of specified student groups. Additionally, all categories listed below must be further disaggregated by gender:

1) Current or former foster youth
2) Students with disabilities
3) Low income students
4) Veterans

5) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census:
    a) American Indian or Alaska Native
    b) Asian
    c) Black or African American
    d) Hispanic or Latino
    e) Native Hawaiian or other Pacific Islander
    f) White
    g) Some other race
    h) More than on race
6) Lesbian, gay, bisexual, or transgender students (LGBTQ)
7) Homeless (while included in the legislation, due to lack of data from the California Community Colleges Chancellor's Office, homeless students were not included in the Plan goals).
8) Additional categories of students as determined by the governing board of the community college district.

Student Success Metrics

At Chaffey College, our intent is to align the 2019-2022 Student Equity Plan with other major plans across the College, such as the Vision for Success local goals, the Strategic Plan, and the Educational Master Plan. Colleges are required to use Data on Demand for their campus-based, disproportionate impact research of the groups listed above to include the following metrics of student success:

1. Access: Successful Enrollment (enroll within one year at same college after applying)
    - Goal Definition: Among all applicants, the proportion who enrolled in the same community college in the selected year.
    - Denominator: All individuals who applied in the selected or previous year through CCC Apply and indicated any educational goal and the college ID in CCC Apply equals Chaffey College.
    - Numerator: Enrollment in the SAME community college identified through CCC Apply in the selected year. To be identified as enrolled, the student must generate one or more enrollment records in the selected year. International students are excluded from this metric.
2. Retention: Fall to Spring
    - Goal Definition: Among all students, the proportion retained from fall to spring at the same college in the selected year. Excludes students who completed an award or transferred to a postsecondary institution.
    - Denominator: Students who generated one or more enrollment records in the fall semester and did not complete an award or transfer to a postsecondary institution.

- Numerator: Students in the cohort who enrolled in the following spring semester. To be identified as enrolled, the student must generate one or more enrollment records in the selected year.
3. Completion of both transfer-level math and English within the first year
    - Goal Definition: Among all students, the proportion who completed BOTH transfer-level English and Math in their first academic year of credit enrollment within the district.
    - Denominator: First-time credit students in the district in the selected year.
    - Numerator: Students who enrolled in and successfully completed a transfer-level English AND a transfer-level Math course within the selected year and were identified as a first-time student in the district in the selected year.
4. Earned credit certificates over 18 units or associate degree within three years (Vision Goal Completion)
    - Goal Definition: Among all students, the proportion of students in the subgroup who earned one or more Chancellor's Office approved certificates, associate degrees, or associate degrees for transfer (ADT) relative to the subgroup's representation in the total student population in the selected or previous year.
    - Denominator: The subgroup percentage of all students who generated a credit enrollment in the selected or previous year.
    - Numerator: The subgroup percentage of all students who earned one or more Chancellor's Office approved certificates, associate degrees, or associate degrees for transfer (ADT) in the selected year.
5. Transfer to a four-year institution
    - Goal Definition: Among all students, the proportion of students in the subgroup who transferred to a four-year institution relative to the subgroup's representation in the total student population in the selected or previous year.
    - Denominator: The subgroup percentage of all students who generated a credit enrollment in the selected or previous year.
    - Numerator: The subgroup percentage of all students who transferred to a four-year institution in the selected year.

Below is a chart of the groups that are disproportionately impacted at Chaffey College disaggregated by gender within the five identified success metrics:

2019-22 Student Success Metric	Disproportionately Impacted Groups
Access: Successful Enrollment (enroll within one year at same college after applying)	African American/Black women, Filipino women, Native American women, Pacific Islander women, women who are some other race, White women, women who are current/former foster youth, veteran women, Native American men, Pacific Islander men, men

	who are current/former foster youth, veteran men
Retention: Fall to Spring	African American/Black women, LGBTQ women, African American/Black men
Completion of both transfer-level math and English within the first year	African American/Black women, Latinas, women with disabilities, women who are current/former foster youth, African American/Black men
Earned credit certificates over 18 units or associate degree within three years (Vision Goal Completion)	African American/Black women, women who are some other race, women who are current/former foster youth, LGBTQ women, Native American men, Pacific Islander men, men who are current/former foster youth, LGBTQ men, veteran men
Transfer to a four-year institution	women with disabilities, LGBTQ women, Filipino men, Pacific Islander men, men w/ disabilities, first generation men

The above chart demonstrates that our most disproportionately impacted groups are:

- African American/Black women (4 out of 5 categories)
- Women who current/former foster youth (3 out of 5 categories)
- LGBTQ women (3 out of 5 categories)

Therefore, the below rates and the goals associated with the DI groups, especially those groups most impacted, necessitate intentional and deliberate strategies that explore academic development through the lenses of race, gender, identity and personal development with an acute awareness of the intersectionalities between them.

Goals for Disproportionately Impacted Groups

Below are the three-year goals for each disproportionately impacted group within each Student Equity metric. For comparison purposes, subgroups who experienced disproportionate impact were compared against both the college average and the highest performing group within that particular subgroup. In order to fully close equity gaps, Chaffey College has identified activities that are designed to bring DI groups within range of the highest performing group in each metric.

Metric: Access (Enrolled in Same College): All Students

College Average: .4420 Disproportionately Impacted Group:	Observed Outcome DI Groups		Highest Group	College Average		Highest Performing Group (3-year Goal)	
	Numerator/ Denominator	2017-18 Baseline		N Needed	Percent Increase	N Needed	Percent Increase
African American	3,264/8,097	.4031	.4608	3,579	9.7%	3,731	14.3%
Filipino	684/1,653	.4137	.4608	731	6.9%	762	11.4%
Native American	144/401	.3591	.4608	173	20.1%	185	28.5%
Pacific Islander	106/293	.3617	.4608	130	22.6%	135	27.4%
Some Other Race	168/540	.3111	.4608	239	42.3%	249	48.2%
Foster Youth	541/1,458	.3710	.4459	645	19.2%	651	20.3%
Veterans	380/1,029	.3692	.4454	455	19.7%	459	20.8%

Metric: Access (Enrolled in Same College): Female Students

College Average: .4324 Disproportionately Impacted Group:	Observed Outcome DI Groups		Highest Group	College Average		Highest Performing Group (3-year Goal)	
	Numerator/ Denominator	2017-18 Baseline		N Needed	Percent Increase	N Needed	Percent Increase
African American	1,805/4,655	.3877	.4492	2,013	11.5%	2,091	15.8%
Filipino	349/902	.3869	.4492	390	11.7%	406	16.3%
Native American	79/222	.3558	.4492	96	21.5%	100	26.6%
Pacific Islander	54/148	.3648	.4492	64	18.5%	67	24.1%
Some Other Race	74/218	.3394	.4492	95	28.4%	98	32.4%
White	2,183/5,264	.4147	.4492	2,277	4.3%	2,365	8.3%
Foster Youth	336/893	.3762	.4338	387	15.2%	397	18.2%

Veterans	55/179	.3072	.4330	78	41.8%	78	41.8%

Metric: Access (Enrolled in Same College): Male Students

College Average: .4710	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
Disproportionately Impacted Group:	Numerator/ Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
Native American	62/168	36.90	.4865	80	29.0%	82	32.3%
Pacific Islander	49/141	34.75	.4865	67	36.7%	69	40.8%
Foster Youth	200/536	37.31	.4730	253	26.5%	254	27.0%
Veterans	320/827	38.69	.4738	390	21.9%	392	22.5%

Metric: Retained Fall-to-Spring: All Students

College Average: .7236	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
Disproportionately Impacted Group:	Numerator/ Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
African American	1,188/1,818	65.34	.7528	1,316	10.8%	1,369	15.2%
LGBTQ	439/668	65.71	.7255	484	10.3%	485	10.5%

Metric: Retained Fall-to-Spring: Female Students

College Average: .7262	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
Disproportionately Impacted Group:	Numerator/ Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
African American	697/1,068	65.26	.7644	776	11.3%	817	17.2%
LGBTQ	277/425	65.17	.7287	309	11.6%	310	11.9%

Metric: Retained Fall-to-Spring: Male Students

College Average: .7198	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
Disproportionately Impacted Group:	Numerator/ Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
African American	462/713	64.79	.7914	514	11.3%	565	22.3%

Metric: Completed Transfer-Level English and Math: All Students

College Average: .0446	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
Disproportionately Impacted Group:	Numerator/ Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
African American	4/405	.0098	.1297	19	375.0%	53	1,225.0%
Students w/ Disabilities	6/265	.0226	.0458	12	100.0%	13	116.7%
Foster Youth	2/136	.0147	.0454	7	250.0%	7	250.0%

Metric: Completed Transfer-Level English and Math: Female Students

College Average: .0364	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
Disproportionately Impacted Group:	Numerator/ Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
African American	2/217	.0092	.1041	8	300.0%	23	1,050.0%
Latina	65/1,967	.0330	.1041	72	10.8%	205	215.4%
Students w/ Disabilities	1/126	.0079	.0389	5	400.0%	5	400.0%
Foster Youth	1/77	.0129	.0382	3	200.0%	3	200.0%

Metric: Completed Transfer-Level English and Math: Male Students

College Average: .0546	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
Disproportionately Impacted Group:	Numerator/ Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
African American	2/181	.0110	.1590	10	400.0%	29	1,350.0%

Metric: Attained the Vision for Student Success Goal Completion: All Students

College Average: .0508	Observed Outcome DI Groups			College Average		Highest Performing Group (3-year Goal)	
Disproportionately Impacted Group:	Numerator/ Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
Native American	4/101	.0396	.0657	6	50.0%	7	75.0%
Foster Youth	25/675	.0370	.0657	35	40.0%	45	80.0%

	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
LGTBQ	32/1,376	.0232	.0517	70	118.8%	72	125.0%
Veterans	13/330	.0393	.0509	17	30.8%	17	30.8%

Metric: Attained the Vision for Student Success Goal Completion: Female Students

College Average: .0507 Disproportionately Impacted Group:	Observed Outcome DI Groups		Highest Group	College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
African American	89/2,190	.0406	.0636	111	24.7%	140	57.3%
More Than One Race	25/709	.0352	.0636	36	44.0%	45	80.0%
Foster Youth	16/403	.0397	.0509	21	31.3%	21	31.3%
LGBTQ	22/857	.0256	.0517	44	100.0%	45	104.5%

Metric: Attained the Vision for Student Success Goal Completion: Male Students

College Average: .0511 Disproportionately Impacted Group:	Observed Outcome DI Groups		Highest Group	College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2017-18 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
Native American	1/33	.0303	.0675	2	100.0%	3	200.0%
Pacific Islander	1/43	.0232	.0675	3	200.0%	3	200.0%
Foster Youth	9/262	.0343	.0514	14	55.6%	14	55.6%
LGBTQ	9/492	.0182	.0521	26	188.9%	26	188.9%
Veterans	5/222	.0225	.0515	12	140.0%	12	140.0%

Metric: Transferred to a Four-Year Institution: All Students

College Average: .0676 Disproportionately Impacted Group:	Observed Outcome DI Groups		Highest Group	College Average		Highest Performing Group (3-year Goal)	
	Numerator/Denominator	2016-17 Baseline	Highest Group	N Needed	Percent Increase	N Needed	Percent Increase
Students w/ Disabilities	65/1,697	.0383	.0701	115	76.9%	119	83.1%
First Generation	523/10,002	.0522	.0805	676	29.3%	805	53.9%
LGBTQ	24/497	.0482	.0681	34	41.7%	34	41.7%

Metric: Transferred to a Four-Year Institution: Female Students							
College Average: .0683	**Observed Outcome DI Groups**			**College Average**		**Highest Performing Group (3-year Goal)**	
Disproportionately Impacted Group:	**Numerator/ Denominator**	**2016-17 Baseline**	**Highest Group**	**N Needed**	**Percent Increase**	**N Needed**	**Percent Increase**
Students w/ Disabilities	37/930	.0397	.0706	64	73.0%	66	78.4%
LGBTQ	12/304	.0394	.0690	21	75.0%	21	75.0%

Metric: Transferred to a Four-Year Institution: Male Students							
College Average: .0653	**Observed Outcome DI Groups**			**College Average**		**Highest Performing Group (3-year Goal)**	
Disproportionately Impacted Group:	**Numerator/ Denominator**	**2016-17 Baseline**	**Highest Group**	**N Needed**	**Percent Increase**	**N Needed**	**Percent Increase**
Filipino	11/205	.0536	.0864	14	27.3%	18	63.6%
Pacific Islander	1/20	.0500	.0864	2	100.0%	2	100.0%
Students w/ Disabilities	27/713	.0378	.0677	47	74.1%	49	81.5%
First Generation	176/3,759	.0468	.0794	246	39.8%	299	69.9%

Process & Schedule

Chaffey College's Student Equity Plan (SEP) reflects the college's commitment to a long-term plan that facilitates student success, spanning the arc of students' educational careers from pre-enrollment to completion. In partnership with the President's Equity Council (PEC), the Office of Special Populations and Equity Programs (SPEP) has created processes to aid in the formulation and evaluation of the Plan components. In collaboration with the Office of Institutional Research, each area responsible for SEP activities will be initially responsible for assessing and evaluating the effectiveness of those activities. Outcomes are reported to PEC during monthly meetings, where progress is evaluated and recommendations are made. The Office of Institutional Research is involved in all phases of evaluation, either directly or in a supportive/consultative role. Mid-year assessments will allow the College to verify the facilitation of the activities and monitor expenditures. The cycle shall include a review of progress toward meeting outlined activities at the beginning of the spring semester, allowing for any adjustments to be made prior to the end of the school year and fiscal years. Annual reviews of the measurable performance outcomes and progress on the Plan's components is disseminated through the college's shared governance process. Our systemic process of evaluation, evidence-based review, informed planning, and open communication, positions the College to make meaningful strides in mitigating observed disproportionate impact and increasing student success rates.

Success Criteria

The College regularly engages in ongoing, formative dialog focused on student outcomes, equity, academic quality, institutional effectiveness, and the continuous improvement of student learning and achievement. The College has charged the Office of Special Populations and Equity Programs (SPEP) and the President's Equity Council (PEC) to oversee and coordinate the Student Equity Plan and the activities therein. PEC sits within the shared governance framework of the college and connects to Faculty Senate, Classified Senate and the President's Cabinet. This allows all groups to have a voice not just in the oversight of the Plan, but the broader equity discussions, conversations and efforts of the College. Programs, support services, and instructional approaches have been, and will continue to be coordinated, regularly evaluated, and revised where necessary to achieve stated goals. PEC meets monthly to review progress toward established Plan goals. Annually we review qualitative and quantitative data pertaining to programs receiving Equity funds and campus climate data through collaboration with analysts within Institutional Research to ensure that we are addressing the needs of our students, particularly those that are in our DI groups. Additionally, there is an interdependent working relationship between student equity efforts and other statewide and campus endeavors, such as Guided Pathways, Strong Workforce, implementation of AB 705, and our local Vision for Success goals, which enable collaboration among all entities to be synergistic and outcomes-focused. Moreover, as of June 1, 2019, SPEP has been moved under the Equity, Outreach and Communication unit. This move positions SPEP to strategically connect with instruction, instructional support, and student services programs for the purposes of improved collaboration and coordination at all levels. These collaborative efforts will enhance outreach and in-reach efforts while continuing to provide opportunities that promote equity-minded practices and services and validate our diverse students' experiences.

Planned Activities

Below are the descriptions of the activities that have been identified to support attainment of the Student Equity Plan metrics:

Activity Title	Description	Metric
1. Create and implement Student Success Teams.	1.1. Maximize counseling, staff, mentor and advising capacity as well as develop infrastructure to begin a case management approach in order to holistically address students' needs and equity-based challenges for students who identify as African American/Black, foster youth, first generation, veterans, LGBTQ+, over the age of 30, undocumented, and/or currently and formerly incarcerated. 1.2. Create systematic onboarding and connection points to ensure students are	Access, Retention, Goal Completion

		guided through the system to receive the services they need. 1.3. Increase communication, or touchpoints, with disproportionately impacted (DI) populations regarding services and deadlines.	
2.	Enhance professional development opportunities for faculty and staff.	2.1. Increase coordination and collaboration with Professional Development Committee, Faculty Success Center (FSC), Classified Success Network (CSN), Chaffey Alliance of Management Professionals (CAMP), and Center for Culture and Social Justice (CCSJ) to provide more professional development opportunities on cultural competency and culturally responsive teaching and learning strategies for faculty and staff with the goal of improving success rates of DI student groups. 2.2. Create professional development activities and trainings focused upon building capacities for culturally relevant and inclusive practices, language and pedagogy while removing barriers for students who identify as African American/Black, Filipino, Native American, Pacific Islander, foster youth, LGBTQ+, undocumented, currently and formerly incarcerated, and veteran. 2.3. Provide professional learning in pedagogical design that will increase success of African American/Black, LatinX, LGBTQ+, foster youth, undocumented, currently and formerly incarcerated, and first-generation students. 2.4. Train and educate instructional faculty on concepts of Umoja practices, Reading Apprenticeship strategies, metacognition, and "Universal Design" to improve educational outcomes for many DI populations. 2.5. Provide professional development for faculty of gateway and barrier courses that consistently produce high non-success rates for DI populations.	Retention; Goal Completion

		2.6. Identify and create infrastructure using disaggregated success and retention data for instructor self-reflection on teaching students from DI populations. 2.7. Institutionalize BLOOM training, including but not limited to multiculturalism, biases and microaggressions workshops. 2.8. Enhance faculty awareness of DPS student needs and regulations.	
3.	Expand equity-mindedness within Instructional Support.	3.1. Collaboration between the Office Special Populations and Equity Programs and the Supplemental Instruction (SI) Program should focus on increasing success rates within English and math courses of students who identify as African American/Black, foster youth, having a disability(ies), and/or Latina. 3.2. Collaborate with Success Centers and DPS to offer workshops on English and math study skills, writing personal statements and other transfer-related topics. 3.3. Ensure that SI leaders and Success Center tutors not only represent, but also are trained in working with African American/Black, Filipino, Native American, Pacific Islander, foster youth, and veteran student populations. 3.4. Introduce new Success Center activities and increase requirements that are supplemental to transferable math and English courses on all three campuses and within prison education programs. 3.5. Expand availability of DPS note takers and aids for math and English classes with highest non-success rates.	Completion of transfer-level math and English; Retention
4.	Enhance Faculty Advising's visibility and connectivity to DI populations.	4.1. Maximize "in-reach" by faculty advisors to specifically impacted populations (students who identify as first generation, African American/Black, foster youth, LGBTQ+, undocumented, and/or currently and formerly incarcerated) to clarify career pathways and provide career preparation assistance to disproportionately impacted students.	Transfer; Goal Completion

5. Create inquiry teams and make recommendations for change.	5.1. Create Inquiry Teams comprised of faculty and staff, in order to research, collect quantitative and qualitative data, and make recommendations for how the College can better meet the needs of students who identify as LGBTQ+, African American, parents, undocumented, and over the age of 30. 5.2. Create Inquiry Teams comprised of faculty and staff, in order to research, collect disaggregated quantitative and qualitative data, and make recommendations that will lead to the increase in success rates of Math and English courses for students from disproportionately impacted populations. 5.3. Identify potential institutional barriers to student success; examples include the following: time of course offerings, campus location, online options, full-time or part-time faculty instruction, etc.	Access; Transfer; Retention; Goal Completion; Completion of transfer-level Math & English
6. Identify and institutionalize equitable hiring practices.	6.1. Increase recruitment and hiring of faculty who represent African American/Black, Latinx, Filipino, Native American, Pacific Islander, foster youth, and veteran student populations. 6.2. Re-examine hiring qualifications to include experience and training in teaching students of color. 6.3. Institutionalize and increase student participation in hiring processes.	Retention; Goal Completion
7. Institutionalize equity-driven outreach processes.	7.1. Model outreach efforts through the guided pathways framework to maximize engagement with DI populations. 7.2. Develop outreach programming and materials to better assist African American/Black, non-traditional, veteran, foster youth, Filipino, Native American, Pacific Islander, undocumented, and formerly incarcerated students with successful enrollment. 7.3. Provide access to programs and information regarding college affordability, financial literacy and assistance with completion of financial aid processes for potential students. This will include workshops at partnership	Access; Completion of transfer-level math and English

		schools on FAFSA/Dream Act completion, Panther Promise and scholarships.	
		7.4. Continue to expand partnerships with high schools, adult schools, community organizations, and county foster and veteran agencies to facilitate access and increase enrollment of DI populations.	
		7.5. Increase outreach, recruitment and course offerings for dual-enrollment and adult school programming, and create College and Career Access Pathway agreements with feeder school districts, to maximize the pipeline of dual-enrollment and adult school students toward successful enrollment as full-time Chaffey College students.	
		7.6. Leverage current recruiting technology to increase touchpoints between potential students and Outreach staff.	
8.	Develop Open Educational Resources (OER) for "Golden Four" Courses and CTE.	8.1. Support integration of low-cost and zero-cost course materials to enhance degree and certificate completion and transfer to four-year institutions within courses that have been identified by the CSU system as the "Golden Four" (oral communication, written communication, critical thinking, and mathematics/quantitative reasoning.	Transfer; Completion of transfer-level Math & English; Goal Completion
		8.2. Support integration of low-cost and zero-cost course materials to enhance degree and certificate completion and transfer to four-year institutions within the College's key CTE programs.	
9.	Support socio-emotional and basic needs services for the advancement of academic success.	9.1. Support the College's effort to assist students with basic human survival resources, including food, housing, transportation, and child care.	Retention; Goal Completion
		9.2. Evaluate and address the mental health needs of disproportionately impacted students to assist in their educational persistence.	
		9.3. Integrate basic needs and mental health services with counseling, guidance and educational planning for all DI groups.	

10. Create a welcoming environment by validating student identities and experiences.	10.1. Classroom and student services spaces will promote a welcoming environment aimed to optimize and address diverse learning needs. 10.2. Increase capacity of campus programs, such as Umoja, Puente, Brothers Forum, Sisters Forum, Independent Scholars, Veterans Services, and others to effectively serve students from DI populations. 10.3. The Center for Culture and Social Justice will enhance cultural competency opportunities for faculty, staff and students. 10.4. Support the College's implementation of the *Caring Campus* program, which aims to increase student connectedness to the college in order to directly enhance student engagement and success. 10.5. Increase the showcasing of educational achievements by individuals from DI populations. 10.6. The College's art collection will reflect the identities and experiences of our student population in all its diversity and difference. 10.7. Create and maintain central location, both physically and digitally, for access to campus resources and information to better support DI students.	Access; Retention; Goal Completion
11. Enhance Distance Education support systems.	11.1. Adapt equity-driven supports for Distance Education courses. 11.2. Increase access to online degrees and certificates through the development of Distance Education programs and participation in the Online Education Initiative to support DI populations.	Retention; Goal Completion
12. Augment transfer and career services.	12.1. The College's Career Center and Transfer Center will be utilized to engage and assist students from DI populations in developing career and transfer goals through collaborative efforts with campus departments, student clubs, and faculty. 12.2. Actively pursue new opportunities to create transfer articulation agreements with public and private colleges and universities, including UCs, CSUs, and HBCUs outside of	Retention; Transfer; Goal Completion

| | | those currently within the Chancellor's Office.
12.3. Actively recruit and support historically underrepresented students for professional degree programs, including medical and legal programs.
12.4. Increase coordinated on-campus collaborations, programming and college visits for underrepresented students, including those participating in programs sponsored by Special Populations and Equity Programs, Umoja, Puente, EOPS, CalWorks and DPS, in order to increase transfer to four-year transfer institutions for DI student populations. | |

The overall goal of the Chaffey College Student Equity Plan is to increase student success by eliminating disproportionate impact among specific student groups. This will be accomplished through the devotion of focused attention on those groups with histories of racism, marginalization and exclusion. It is also a goal of the Plan to enhance the prioritization of equity among all constituent groups across the college, ultimately leading to equity-mindedness and transformative conversations as part of the college culture.

Accounting of Student Equity Budget Allocations

The 2019-2022 Student Equity Plan requires an accounting of how student equity funding for 2015-2016, 2016-2017, and 2017-2018 was expended. Below is an accounting of expended funds.

Object Code	Category	2015-16	2016-17	2017-18
1000	Academic Salaries	$465,209.00	$416,995.00	$393,643.00
2000	Classified and Other Nonacademic Salaries	$625,436.00	$659,446.00	$697,918.00
3000	Employee Benefits	$220,151.00	$289,972.00	$331,830.00
4000	Supplies & Materials	$121,149.00	$82,669.00	$47,765.00
5000	Other Operating Expenses and Services	$438,495.00	$374,764.00	$397,599.00
6000	Capital Outlay	$66,116.00	$46,627.00	$42,068.00
7000	Other Outgo	$19,420.00	$81,378.00	$17,570.00
	Program Totals	$1,955,976.00	$1,951,851.00	$1,928,393.00
	Original Allocations	$1,848,676.00	$1,951,851.00	$1,942,150.00
	Supplemental Allocation	$107,300.00	$0	$0
	Total Allocations	$1,955,976.00	$1,951,851.00	$1,942,150.00

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