Goals and Activities
GOALS AND ACTIVITIES

A.   STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

GOAL A.

Increase access for Asian students from our community.

ACTIVITY A.1  (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Beginning in 2015, the Outreach Office and Vice President of Student Services will annually target outreach activities to district high schools with high Asian student populations.
2. Beginning in the 2015-16 academic year, the college will make key recruitment resources available in Asian languages. The Office of the Vice President of Student Services will be responsible for this activity.

EXPECTED OUTCOME A.1.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The college will increase its proportionality index from .68 to .80 in three years.
GOAL A.

Increase access for Caucasian students from our community.

ACTIVITY A.2 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Beginning in 2015, the Outreach Office and Vice President of Student Services will target feeder high school clubs and organizations that reach Caucasian students.

EXPECTED OUTCOME A.2.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The college will increase its proportionality index from .78 to .90 in three years.
GOAL A.

Increase access for male students from our community.

ACTIVITY A.3 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Beginning in 2015, the Outreach Office and Vice President of Student Services will target feeder high school clubs and organizations that reach male students.

EXPECTED OUTCOME A.3.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The college will increase its proportionality index from .82 to 1.0 in three years.
GOAL A.

Increase access for students 30 years or older from our community.

ACTIVITY A.4 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Beginning in 2015, through collaboration between the Office of Marketing and Public Relations, Vice President of Student Services, and Community Education Department the college will identify and market programs of interest to students aged 30 and over.

EXPECTED OUTCOME A.4.1
Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The college will increase its proportionality index for ages 30-39 from .51 to .65 in three years.
2. The college will increase its proportionality index for ages 40-49 from .26 to .33 in three years.
3. The college will increase its proportionality index for ages 50-older from .14 to .20 in three years.
GOAL A.

Increase access for foster youth from our community.

ACTIVITY A.5 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Beginning in 2015, the Office of Extended Opportunity Programs & Services (EOPS) will hold annual workshops for all high school foster care representatives to educate on the matriculation and enrollment priorities processes.
2. Beginning in 2015, the Office of Extended Opportunity Programs & Services (EOPS) will coordinate the identification of all current and former foster youth and ensure that these students are accurately reported and tracked in the District’s database reporting systems (e.g., MIS, Colleague, etc.) and envelope into EOPS programming.
3. Beginning in 2015, the Office of the Vice President of Student Services will engage in specific high school visits to target services to foster youth.

EXPECTED OUTCOME A.5.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The number of foster youth identified and enrolled will increase by 15% per year over the next five years.
2. The proportionality index will double in the next three years from .25 to .50.
GOAL A.

Increase access for veteran students from our community.

ACTIVITY A.6 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. The Office of the Vice President of Student Services will target outreach and recruitment efforts toward area Veteran organizations, clubs, and affiliations. These efforts will begin in 2015.
2. Campus staff will coordinate with the local Department of Veteran Affairs and other appropriate governmental agencies to identify veteran students interested in higher education.
3. In spring 2015, the Office of the Vice President of Student Services and Veterans Resource Center (VRC) will provide textbooks and necessary supplies to new Veteran students to assist in their transition to college.

EXPECTED OUTCOME A.6.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. By 2020, veterans will enroll at the college at rates equal to their representation in the service area population.
2. The number of veterans enrolled at the college will increase by 10% per year over the next five years.
GOALS AND ACTIVITIES

B. 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 B.

African American students will successfully complete courses and progress toward goal fulfillment.

ACTIVITY B.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Beginning 2015, the Office of the Vice President of Student Services and Counseling Department will expand its on-campus outreach and mentoring to African American students through expanded programming of its AMAN/AWOMAN club. This organization is reflective of the statewide UMOJA program and efforts to support the progress and success of African American students.
2. Beginning 2015, the college will expand its professional development opportunities through the Faculty Success Center to increase its training to faculty and staff on engagement with African American students.
3. By fall 2015, the Office of the Associate Superintendent of Instruction and Institutional Effectiveness will create supplemental learning opportunities that are inviting and engaging for African American students.
4. By 2015, the Office of the Vice President of Student Services and Associate Superintendent of Instruction and Institutional Effectiveness will encourage through Counseling and Faculty Advising increased African-American student enrollment in accelerated (Fast Track) courses. Local research indicates that African American student success rates are higher in accelerated courses.

EXPECTED OUTCOME B.1.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Course completion rates of African American students will increase by 10% over three years and 15% over five years.
2. The number of African American students with comprehensive educational plans will increase by 10% over the next three years.
GOAL B.

Native American students will successfully complete courses and progress toward goal fulfillment.

ACTIVITY B.2 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. In 2015, the college will expand professional development opportunities through the Faculty Success Center to increase its training to faculty and staff on engagement with Native American students.
2. In 2015, the Office of the Associate Superintendent of Instruction and Institutional Effectiveness will create supplemental learning opportunities that are inviting and engaging for Native American students.
3. In 2015, the college will make targeted efforts to engage Native American students in its Faculty Advising program to increase faculty/student relationships.

EXPECTED OUTCOME B.2.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Course completion rates of Native American students will increase by 10% over three years and 15% over five years.
2. The number of Native American students with comprehensive educational plans will increase by 10% over the next three years.
GOAL B.

Foster youth will successfully complete courses and continue their college enrollment toward goal fulfillment.

ACTIVITY B.3 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. In 2015, the college will expand professional development opportunities through the Faculty Success Center to increase training on engagement with students who are current or former foster youth.
2. In 2015, the college will facilitate mentoring and role modeling for foster youth as overseen by the Office of the Vice President of Student Services.
3. In 2015, Foster youth will be provided books and supplies similar to students enrolled in the EOPS program to support their academic needs.

EXPECTED OUTCOME B.3.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Course completion rates of foster youth will increase by 15% over three years and 25% over five years.
2. The number of Foster youth participating in the EOPS program will increase by 25%.
C. 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 students who complete such a final course”

GOAL C.

African-American students who assess into and enroll in basic skills English courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITY C.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. In 2016, the college’s English faculty will increase student participation in supplemental instruction by coordinating with faculty from the Success Centers and Supplemental Instruction.
2. By fall 2015, the college’s English Department will analyze desirable hiring qualifications to include experience in teaching the targeted group.
3. In 2016, the English Department will provide mandatory, paid training for all contract and adjunct English instructors in best practices for classroom equity.
4. By fall 2015, the English Department will analyze course offerings to schedule classes that better meet the needs of students.

EXPECTED OUTCOME C.1.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. African-American students’ completion of basic skills English courses will increase by 7% to 40% by 2018.
GOAL C.

Hispanic students who assess into and enroll in basic skills English courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITY C.2 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. In 2016, the college’s English faculty will increase student participation in supplemental instruction by coordinating with faculty from the Success Centers and Supplemental Instruction.
2. By fall 2015, the college’s English Department will analyze desirable hiring qualifications to include experience in teaching the targeted group.
3. In 2016, the English Department will provide mandatory, paid training for all contract and adjunct English instructors in best practices for classroom equity.
4. By fall 2015, the English Department will analyze course offerings to schedule classes that better meet the needs of students.

EXPECTED OUTCOME C.2.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Hispanic students’ completion of basic skills English courses will increase by 5.4% to 45% by 2018.
GOAL C.

Students aged 40 years or older who assess into and enroll in basic skills English courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITY C.3 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. In 2016, the college’s English faculty will increase student participation in supplemental instruction by coordinating with faculty from the Success Centers and Supplemental Instruction.
2. By fall 2015, the college’s English Department will analyze desirable hiring qualifications to include experience in teaching the targeted group.
3. In 2016, the English Department will provide mandatory, paid training for all contract and adjunct English instructors in best practices for classroom equity.
4. By fall 2015, the English Department will analyze course offerings to schedule classes that better meet the needs of students.

EXPECTED OUTCOME C.3.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Completion of basic skills English courses will increase from 34.2% to 40% for students 40 years or older by 2018.
2. Completion of basic skills English courses will increase from 21.1% to 25% for students 50 years or older by 2018.
GOAL C.  
Foster youth who assess into and enroll in basic skills English courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITY C.4 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. In 2016, the college’s English faculty will increase student participation in supplemental instruction by coordinating with faculty from the Success Centers and Supplemental Instruction.
2. By fall 2015, the college’s English Department will analyze desirable hiring qualifications to include experience in teaching the targeted group.
3. In 2016, the English Department will provide mandatory, paid training for all contract and adjunct English instructors in best practices for classroom equity.
4. By fall 2015, the English Department will analyze course offerings to schedule classes that better meet the needs of students.

EXPECTED OUTCOME C.4.1
Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Completion of basic skills English courses will increase from 12.5% to 20% for students identified as current or former foster youth.
GOAL C.

African-American students who assess into and enroll in basic skills Mathematics courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITY C.5 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. The mathematics faculty will partner with the college to develop mentor programs for students of color, specifically those most disproportionately impacted. This will begin in fall 2015.
2. The mathematics faculty will work with the college to create a summer bridge program in mathematics to assist students with the transition to college mathematics. The planning process will commence in fall 2015.
3. By fall 2015, the mathematics faculty will participate in faculty advising to engage and encourage students to participate in campus life.

EXPECTED OUTCOME C.5.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. African-American students’ completion of basic skills math courses will increase by 11% to 32% by 2018.
GOAL C.
Caucasian students who assess into and enroll in basic skills Mathematics courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITY C.6 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. The mathematics faculty will partner with the college to develop mentor programs for students, specifically those most disproportionately impacted. This will begin in fall 2015.
2. The mathematics faculty will work with the college to create a summer bridge program in mathematics to assist students with the transition to college mathematics. The planning process will commence in fall 2015.
3. By fall 2015, the mathematics faculty will participate in faculty advising to engage and encourage students to participate in campus life.

EXPECTED OUTCOME C.6.1
Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Caucasian students’ completion of basic skills math courses will increase by 10% to 42% by 2018.
GOAL C.

Hispanic students who assess into and enroll in basic skills Mathematics courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITY C.7 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. The mathematics faculty will partner with the college to develop mentor programs for students of color, specifically those most disproportionately impacted. This will begin in fall 2015.
2. The mathematics faculty will work with the college to create a summer bridge program in mathematics to assist students with the transition to college mathematics. The planning process will commence in fall 2015.
3. By fall 2015, the mathematics faculty will participate in faculty advising to engage and encourage students to participate in campus life.

EXPECTED OUTCOME C.7.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Hispanic students’ completion of basic skills math courses will increase by 12% to 42% by 2018.
GOAL C.

Native-American students who assess into and enroll in basic skills Mathematics courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITY C.8 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. The mathematics faculty will partner with the college to develop mentor programs for students of color, specifically those most disproportionately impacted. This will begin in fall 2015.
2. The mathematics faculty will work with the college to create a summer bridge program in mathematics to assist students with the transition to college mathematics. The planning process will commence in fall 2015.
3. By fall 2015, the mathematics faculty will participate in faculty advising to engage and encourage students to participate in campus life.

EXPECTED OUTCOME C.8.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Native-American students’ completion of basic skills math courses will increase by 10% to 36% by 2018.
GOAL C.

Students aged 40 and over who assess into and enroll in basic skills Mathematics courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITY C.9 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. The mathematics faculty will partner with the college to develop online preparation activities for the assessment test to be administered prior to assessment beginning in 2015.
2. The mathematics faculty will work with the college to implement supplemental instruction in all Elementary Algebra, Intermediate Algebra, and College Algebra courses beginning in 2015.
3. By 2016, the mathematics faculty will work with the college to embed Success Center requirements into all math courses below College Algebra.
4. By 2016, the Mathematics Department will explore a math recency policy recommending students refresh their skills after a significant lapse of time from being enrolled in math.

EXPECTED OUTCOME C.9.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Completion of basic skills math courses by students who are 40 years old or older will increase by 6% to 25% by 2018.
GOAL C.

Students who are foster youth and who assess into and enroll in basic skills Mathematics courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITY C.10 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. The mathematics faculty will partner with the college to develop cohorts of foster youth for enrollment in mathematics courses beginning with the Fall 2015 semester.
2. The mathematics faculty will work with the college to create a summer bridge program in mathematics to assist students with the transition to college mathematics. The planning process will commence in Fall 2015.
3. By 2016, the mathematics faculty will work to create moderated gathering places for foster youth, in-person and online, to create engaged learning communities.

EXPECTED OUTCOME C.10.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Foster youth students’ completion of basic skills math courses will increase by 10% to 27% by 2018.
**GOAL C.**

Students with an identified disability who assess into and enroll in mathematics basic skills courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

**ACTIVITY C.11** (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. The Mathematics Department will propose to increase the number of Arithmetic courses offered in the 2015-2016 academic year, and available to students with identified disabilities.
2. The mathematics faculty will work with the college in 2015 to restructure its curriculum in basic skills to be more occupationally focused.
3. By 2016, the mathematics faculty will work with the Disabilities Programs counselors to conference and to better meet the math needs of students with identified disabilities.

**EXPECTED OUTCOME C.11.1**

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Students with identified disabilities will increase their basic skills math course completion by 5% to 27% by 2018.
GOAL C.

Hispanic students who assess into and enroll in basic skills English as a Second Language courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITY C.12 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. The college’s English as a Second Language faculty will partner with the college in 2015 to develop and provide training workshops for non-ESL instructors for best practices in teaching and assessing ESL students.
2. The ESL faculty will work with the college’s English Department beginning in 2015 to develop a Composition course dedicated to ESL students.
3. By 2016, the ESL faculty will partner with other departments to invite English and non-ESL instructors to visit ESL classes and engage the ESL students.
4. Beginning in 2016, the ESL Department will create an ESL certificate of completion for all ESL courses to encourage students to complete the entire sequence of courses.

EXPECTED OUTCOME C.12.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. Hispanic students’ completion of basic skills ESL courses will increase by 10% to 40% by 2018.
GOAL C.

Students aged 25 years and older who assess into and enroll in basic skills English as a Second Language courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITY C.13 (Please include the target date in chronological order and identify the responsible person/group for each activity)

5. The college’s English as a Second Language faculty will partner with the college in 2015 to develop and provide training workshops for non-ESL instructors for best practices in teaching and assessing ESL students.
6. The ESL faculty will work with the college’s English Department beginning in 2015 to develop a Composition course dedicated to ESL students.
7. By 2016, the ESL faculty will partner with other departments to invite English and non-ESL instructors to visit ESL classes and engage the ESL students.
8. Beginning in 2016, the ESL Department will create an ESL certificate of completion for all ESL courses to encourage students to complete the entire sequence of courses.

EXPECTED OUTCOME C.13.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The completion rate for students aged 25 and older in basic skills ESL courses will increase by 15% to 40% by 2018.
GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR 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”

GOAL D.

African-American students will successfully receive a degree or certificate that aligns with their informed educational goal.

ACTIVITY D.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Beginning in 2015, the President’s Equity Council will provide platforms for mentorships between faculty, staff, and students.
2. By fall 2015, the President’s Equity Council will engage the AMAN/AWOMAN program to provide and host workshops for African American students.
3. In 2015, the Transfer and Career Centers will provide cultural representation in information about transfer institutions and career opportunities.

EXPECTED OUTCOME D.1.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The proportionality index of African American students who complete certificates will increase from .79 to .90 over the next five years.
2. The proportionality index of African American students who complete their degrees will increase from .69 to .90 over the next five years.
GOAL D.

Hispanic students will successfully receive a degree or certificate that aligns with their informed educational goal.

ACTIVITY D.2 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Beginning in 2015, the President’s Equity Council will provide platforms for mentorships between faculty, staff, and students.
2. By fall 2015, the President’s Equity Council will engage the Puente program to provide and host workshops for Hispanic students.
3. In 2015, the Transfer and Career Centers will provide cultural representation in information about transfer institutions and career opportunities.

EXPECTED OUTCOME D.2.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The percentage of Hispanic students who receive a degree or certificate within six years will be at or above representation of this group in the general student population.
GOAL D.

Male students will successfully receive a degree that aligns with their informed educational goal.

ACTIVITY D.3 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. By fall 2015, the college will create connections for mentoring male students through Counseling and Faculty Advising. 
2. In 2015, the college will use engagement through the Career and Transfer centers career assessments to develop career and transfer goals.

EXPECTED OUTCOME D.3.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The percentage of male students who receive a degree within six years will be at or above the representation of this group in the general student population.
GOAL D.  
Female students will successfully receive a certificate that aligns with their informed educational goal.

ACTIVITY D.4  (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. By fall 2015, the college will create connections for mentoring female students through Counseling and Faculty Advising.
2. In 2015, the college will use engagement through the Career and Transfer centers career assessments to develop career and transfer goals.

EXPECTED OUTCOME D.4.1
Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The percentage of female students who receive a certificate within six years will be at or above the representation of this group in the general student population.
GOAL D.

Students with an identified disability will successfully receive a degree or certificate that aligns with their informed educational goal.

ACTIVITY D.5 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. By 2015, the Disability Programs and Services program and Counseling Department will coordinate workshops with the Career and Transfer Centers.
2. By fall 2015, students with identified disabilities who are at risk of not maintaining satisfactory academic progress will be outreached to a minimum of twice a semester via two different forms of contact.

EXPECTED OUTCOME D.5.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The percentage of students with an identified disability who receive a degree or certificate within six years will be at or above the representation of this group in the general student population.
GOAL D.

Foster youth will successfully receive a degree or certificate that aligns with their informed educational goal.

ACTIVITY D.6 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. By 2015, foster youth who are at risk of not maintaining satisfactory academic progress will be outreached to a minimum of twice per semester via three different forms of contact.
2. By fall 2015, the college will maintain a foster youth liaison that will create support organizations to provide personal growth and development opportunities, including Hope and Mindset.
3. By fall 2015, the Office of the Vice President of Student Services will initiate a foster youth club to provide peer support.

EXPECTED OUTCOME D.6.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The percentage of foster youth students who receive a degree or certificate within six years will be at or above the rate of the general student population.
GOALS AND ACTIVITIES

E. 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 E.

Hispanic students who have transfer as an informed educational goal will successfully transfer to 4-year universities.

ACTIVITY E.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. By 2016, the college will increase engagement between faculty and students in campus life through Counseling and Faculty Advising.
2. By 2016, the college will target recruiting Hispanic students for the Honors Program where the college’s data shows a greater likelihood for transferring.
3. By 2016, the Transfer Center will engage Hispanic students in culturally specific and representative resources and transfer literature.
4. By 2015, the college will promote cultural mentoring between students and faculty.

EXPECTED OUTCOME E.1.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The percentage of Hispanic students engaging in transfer behaviors will increase in the next three years.
2. The percentage of Hispanic students transferring to four-year institutions will increase from 28.7% to 38.7% in the next five years.
GOAL E.

Students with an identified disability who have transfer as an informed educational goal will successfully transfer to 4-year universities.

ACTIVITY E.2 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. By 2015, the Career and Transfer Centers will coordinate efforts with the Disability Programs and Services (DPS) Office to identify and engage students with identified disabilities.
2. By 2016, the DPS Program will coordinate with the Success Centers to increase dialogue and programming to assist students with identified disabilities to complete transfer level courses.
3. By 2015, counselors will engage students with identified disabilities with career planning and transfer opportunities in the comprehensive educational planning.

EXPECTED OUTCOME E.2.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The percentage of students with identified disabilities who transfer to four-year institutions will increase from 63.4% to 67% over the next five years.
GOAL E.

Economically disadvantaged students who have transfer as an informed educational goal will successfully transfer to 4-year universities.

ACTIVITY E.3 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. In 2015, the Career and Transfer Centers will coordinate efforts with CalWORKs and the Bookstore to establish additional resources for economically disadvantaged students, including book grants and book rentals.
2. In 2015, counselors will engage economically disadvantaged students with career planning and transfer opportunities in the comprehensive educational planning.
3. Economically disadvantaged students will be targeted in EOPS recruitment to receive additional services and resources beginning fall 2015.

EXPECTED OUTCOME E.3.1

Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The percentage of economically disadvantaged students who transfer to four-year institutions will increase from 25.9% to 30.9% over the next three years.
GOAL E.
Foster Youth who have transfer as an informed educational goal will successfully transfer to 4-year universities.

ACTIVITY E.4 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. In 2015, the college’s Transfer Center will target foster youth for transfer fairs and visits to four-year institutions.
2. In 2015, the Transfer Center will coordinate with EOPS to provide workshops for foster youth on transfer opportunities.

EXPECTED OUTCOME E.4.1
Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The percentage of foster youth who transfer will increase from 5% to 25% over the next five years.
GOAL E.

Veterans who have transfer as an informed educational goal will successfully transfer to 4-year universities.

ACTIVITY E.5 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. In 2015, the college’s Veterans Resource Center will target veterans for transfer fairs and visits to four-year institutions.
2. In 2015, the Transfer Center will coordinate with the Veterans Resource Center to provide workshops for veterans on transfer opportunities.

EXPECTED OUTCOME E.5.1
Applying the resources and activities to the targeted groups, the college anticipates the following outcomes will reflect efforts to reduce observed disproportionate impact:

1. The percentage of veterans who transfer will increase from 18.8% to 50% over the next five years.