
Student Equity Executive Summary

Introduction

The Mission of the Office of Student Equity and Inclusion is to help ensure the success of students by working to reduce identified access and achievement gaps, creating a culturally responsive, welcoming environment, and embedding equity mindedness and a commitment to inclusion throughout Shasta College. Established in July of 2015 as the Office of Access and Equity, Student Equity and Inclusion joins committed faculty, engaged leadership, knowledgeable staff, and dedicated administrators, many of whom have been deeply involved in equity work for many years prior to the availability of Student Equity Funding. Working with these individuals, the Student Success and Support Program, the Basic Skills Initiative, academic and support programs, Institutional Effectiveness efforts, Innovation awards, and other campus and community partners, we institutionalize and expand efforts to decrease achievement gaps, increase equity and ensure success on our campuses.

The work of the Office of Student Equity and Inclusion is an opportunity to significantly further our vision of equity, access and success for all students. By integrating our efforts and working for collective impact, we expect to harness the energy and focus of not only the programs and individuals mentioned above, but of our other innovations including our pilot bachelor degree, our Bachelors through Online Degree program and Associate Completion in the Evening (ACE) programs. The work we have done to build out institutional effectiveness through expansion of our Office of Research and Planning, the implementation of data visualization and democratization tools, and an increased focus on outcomes all combine to create a strong foundation for the equity work that lies at the heart of our college's mission and Strategic Planning Institutional Goals.

Student Groups and Data

At Shasta College, we followed the Chancellor's Office guidelines to access data on the required success indicators. For all indicators except for *Access*, our institutional data was analyzed using the Proportionality Index (PI). This was chosen for its ability to assess equitable representation and because it has an effective within group approach. The table below represents which equity populations demonstrate disproportionate impact for each indicator using the **PI Index**. Values below .86 are reflective of Disproportionate Impact (DI). A Percentage Point Gap Index (PPG) was also included when available. Values of at least -3% on PPG indicate disproportionate impact. For degrees and certificates, the ratio of degrees earned by subgroup compared to the overall population of that group was also provided where applicable.

Target Population	N (CCCC DataMart Student Count 16-17)	Access (Tableau, ACS Census) % of SC population compared to percentage in tri-county region	Course Success (MIS, Tableau) 2016-2017	Basic Skills Math (Scorecard) Percentage of credit students tracked for 6 years through 2015-16 who first enrolled in a course below transfer level in mathematics during 2010-11 & completed a college-level course in the same discipline.	Basic Skills English (Scorecard) Percentage of credit students tracked for 6 years through 2015-16 who first enrolled in a course below transfer level in English during 2010-11 and completed a college-level course in the same discipline.	Degree or Certificate (MIS, Tableau) % of degrees % certificates earned by subgroup should equal subgroup % of overall SC population	Transfer (CCCCO DataMart) Tracks first time students showing "intent to transfer" over 6-year period 2010-2011 Cohort
American Indian/ Alaska Native	350	2.4% +1.1%	.92	.94 PPG -.4%	.94 PPG -2.3%	1.18	.72 PPG -11%
Asian	448	3.2% +1.3%	1.05	1.13 PPG +3.9%	1.24 PPG +9.9%	.95	1.12 PPG +4.5%
Black /African American	212	1.6% +0.9%	.86	Suppressed- but overrepresented	1.02 PPG +1.1%	.88	.61 PPG - 15%
Hispanic or Latino	2241	16.3% +4.6%	.96	.93 PPG -2.1%	1.45 PPG +18.5	.86 12.4% of awards earned- 16.3% of SC	.88 PPG -4%
Native Hawaiian/Pacific Islander	50	3.2% +3.1%	.84	.94 PPG -1%	Suppressed	.73 .02% of awards earned vs 3.2% of SC	Suppressed
White	9141	66.9% -13.0%	1.02	1.04 PPG +1.2%	.91 PPG -3.3%	1.04	1.03 PPG +1%
>1 race (also includes other/unknown) ⁱ	687	8.7% +5.4%	.98	Not available	Not available	.83 4.1% of awards earned- 8.7% of SC	1.04 PPG +1.6%

	N	Access (Tableau, ACS Census)	Course Success (MIS, Tableau)	Basic Skills Math (Scorecard)	Basic Skills English (Scorecard)	Degree or Certificate (MIS, Tableau)	Transfer (CCCCO DataMart)
Males	5744	41.5% -8.0%	.99	.81 PPG -5%	.83 PPG -6.4%	.89 35% of awards earned- 41.5% of SC	.97 PPG - .08%
Femalesⁱⁱ	7731	57.3% +6.8%	1.01	1.13 PPG +5%	1.15 PPG +6%	1.08	1.02 PPG +1%
Foster youth	104	4.7% 3.6%	.69 51.7%	Not available	Not available	Not available	Not available
Individuals w/ disabilities	405	-13.4%	.95 71%	37.2%	49.5%	Not available	38% PPG 0%
Low-income students	6320 (Bog fee waiver)	46%	.99 74.3%	27.3%	39.4%	Not available	PPG -4.2%
Veterans	193	2% -6%	1.06 78.8%	Not available	Not available	Not available	Not available
All Students	13,703	Not available	74.6%	28.3%	40.1%	Not available	38%

i In addition, DataMart notes 77 Filipino students which are grouped differently and 497 students whose race/ethnicity is unknown.

ii 228 students did not indicate gender as male or female.

Goals by Success Indicators

Shasta College’s Equity Committee, in collaboration with other college partners, has slightly revised its initial goals to focus more strongly on course completion. The tables below present our goals and related outcomes. We have committed to an evaluation model that establishes outcomes set by the Office of Research and Institutional Effectiveness to measure the collective efforts of our Integrated Plan.

Access

Goal	Outcomes
<p>GOAL A. Support and retain a diverse student body that reflects (at minimum) the racial, ethnic, ability, and socio-economic diversity of our service area.</p>	<p>All identified equity populations will be represented in college-wide visual promotional materials in culturally appropriate and sensitive ways.</p> <p>Student representatives of different equity populations will increasingly report experiencing a positive, welcoming environment, a 5% increase by 2018.</p> <p>Enrollment of students with disabilities, former and current foster youth, and veterans will increase by 5% for each population by 2018.</p> <p>Increase by two percent the number of fall first-time (full- and part-time) students returning the following fall semester. The measure combines the most recent three years. Those who complete a certificate or degree within the first year are also counted as “persisting.”</p> <p>Students with disabilities, former and current foster youth, and veterans who enroll in the fall of 2016 will persist fall to spring and fall to fall at rates within 3 percentage points of average persistence rates for each period.</p> <p>The percentage of students who receive their first financial disbursements after September will decrease by 20%.</p> <p>Faculty will use disaggregated data on all equity populations when assessing Student Learning Outcomes and/or reviewing annual area plan data.</p>

Course Completion

Goal	Outcomes
<p>GOAL B.1 Increase overall course success and completion rates of target population groups experiencing disproportionate impact by increasing the college's ability to provide culturally relevant and responsive support, instruction, policy creation and curricular offerings by administrators, faculty, and staff through the support and development of awareness, skills and resources.</p>	<p>Increase by one percent the number of students who complete credit enrollments with a grade (SX04) of A, B, C or P. The institution set standard for successful student course completion is 70%.</p> <p>Foster youth, African American and multi-racial students and students with disabilities will experience improved course success in credit courses as noted by a 50% decrease in the disparity gap between their success rates and average student success.</p>
<p>GOAL B.2 Increase equity-mindedness as well as cultural awareness, respect, responsiveness and inclusion in our college community particularly of equity populations and those traditionally underrepresented due to cultural, ethnic, language, class/socioeconomic status, gender, gender identity, gender expression, ability, veteran status, ability, gender identity/expression and/or sexual orientation status.</p>	<p>Persistence rates of foster youth, students with disabilities, multi-racial students and American Indian students from fall to fall will increase by 2%.</p>

Basic Skills

Goal	Outcomes
<p>C. Increase the number and percentage of students from equity populations completing degree and/or credential-applicable English/math courses who began their studies in basic skills English/math or ESL courses.</p>	<p>Increase by one percent, the number of students who attempt and complete a course designated as “below transfer” in the following areas:</p> <ul style="list-style-type: none"> • Math, within six years. • English, within six years. • ESL and successfully completed a college-level ESL course or a college-level English course within six years. <p>The cohort is defined as the year the student attempts for the first time a course at “below transfer” in Math, English and/or ESL.</p>

Degree and Certificate Completion

Goal	Outcomes
<p>D. Increase the number and percentage of students from equity populations who indicate a degree or certificate goal in their education plans who earn/complete a degree or certificate.</p>	<p>Increase by one percent the number of undergraduate certificates of one year and more, associate and bachelor's degrees awarded per 100 full-time equivalent students.</p> <p>Increase the number and percentage of students from equity populations who earn a degree by 15% by August 2021.</p> <p>Increase the number and percentage of students from equity populations who have declared a certificate goal and earn a certificate within 4 years by 15% by August 2021.</p>

Transfer

Goal	Outcomes
<p>E. Increase the number and percentage of Shasta College students from equity populations who successfully transfer to a four-year university.</p>	<p>Increase by two percent the number of fall first-time full-time students earning a certificate, diploma or are transfer-prepared within three years.</p> <p>The number and percentage of students from target equity populations who declare (and take courses towards) an associate degree for transfer will increase 5 percentage points by 2021.</p> <p>The number and percentage of students from target equity populations who transfer to a four year college or university will increase by 2%.</p>

Equity Plan Activities

The Equity Plan identifies a number of discrete activities related to our goals and outcomes. These activities can be summarized into the following themes:

- **Access:** Activities that create communities of belonging, improve the campus climate for equity populations/underserved students, improve outreach to diverse and underserved populations and promote culturally responsive practices/cultural humility.
- **Access/Course Completion/Degree & Certificate Completion:** Activities that support students with multiple needs, connect students with campus and community resources and facilitate the delivery of campus resources including financial aid. Activities that improve access to and use of disaggregated data on all equity populations and evaluation findings across departments and institution-wide.
- **Course Completion/Degree & Certificate Completion:** Activities that expand pedagogical practices and professional development experiences aimed at the development or expansion of equity-shaped practices. Activities that increase the use of early alert systems, proactive counseling, and follow-up contacts after services are provided. Activities that increase student access to assistive technologies, tutoring, student success workshops, Student Success courses, summer bridge programs and affordable textbooks.
- **Basic Skills/Degree & Certificate Completion:** Activities that support and expand access to supplemental instruction, additional screenings, Math My Way, Path 2 Stats, a pilot English acceleration model and Math Camp.
- **Degree & Certificate Completion:** Activities that better integrate follow-up calls, success/academic planning workshops, provide direct student support and referrals to services, on-campus and off-campus resources and academic assistance and provide leadership opportunities for students.
- **Transfer:** Activities that expand offerings of transfer fairs and events and of culturally relevant and engaging coursework, improve articulation with CSU Chico programs and better integrate promotion of Associate Degrees for Transfer into existing programs and offerings.

Resources Budgeted

The Office of Student Equity and Inclusion is anticipating a total budget of \$1,220,408 for the 2017-2018 academic year. These funds will be targeted to the activities noted above as part of the college's Integrated Plan and focused on addressing disproportionate impact for affected equity populations. Shasta College's Equity Plan has been designed to be closely integrated with and to leverage investments being made through our Basic Skills Initiative, Student Success and Support Program, Innovation grant, and our recently awarded Cooperating Agencies Foster Youth Educational Services Program (CAFYES) grant to support former and current foster youth.

The design of the plan reflects an awareness of the close relationship between the targeted Student Success Scorecard Indicators that guide our goals and the multi-faceted needs that many students present when engaged in working towards their academic goals. Given the fact that our service area is less racially diverse than many California counties and our numbers of some populations experiencing disproportionate impact are relatively small, our goals and activities often serve multiple populations. Likewise, we recognize that more significant activities often contribute to outcomes in more than one goal area. For example, several of the activities noted under *Access* also have strong implications for course and degree/certificate completion.

Table ii. Equity Plan Funding Summary

Goal Area	Focus Equity Groups	Approximate Number of Students Impacted	Number of Populations with Disproportionate Impact	Funding
Access	Students with disabilities, Veterans, Hispanic Latino, American Indian/Native American, Foster Youth, Males (not reflected in this number)	2943, 8687 (including Males)	3 (4, including White students)	\$231,832
Course Completion	Foster Youth, African American/Black, multi-racial, students with disabilities, American Indian/Native American, (Native Hawaiian/ Pacific Islander)	1299	3	\$388,001
Basic Skills Completion	African American/Black, American Indian/Native American, Males, Hispanic Latino, ESL, White (for English)*	2803, 8547 (including Males)	3	\$209,828
Degree & Certificate Completion	Hispanic/Latino, Multi-racial, Males, Foster Youth, (Native Hawaiian/ Pacific Islander)	3082, 8826 (including Males)	4	\$305,549
Transfer	American Indian/Native American, African American/Black, Hispanic/Latino, Low Income Students, Veterans	9316	5	\$85,198
Total				\$1,220,408

College Contacts

The primary contact for the Office of Student Equity and Inclusion is the Associate Dean of Access and Equity, Sharon Brisolaro. Dr. Brisolaro is a co-chair of the Equity Committee and can be reached at sbrisolaro@shastacollege.edu or (530) 242.7625. Other contacts include Ramona Quenelle, Student Services Coordinator at rquenelle@shastacollege.edu, (530) 242.7618 and Crystal Mair, Administrative Secretary I at cmair@shastacollege.edu, (530) 242.7612.

Goals 2017-2018	Target Populations	Activities	2017-2018 Resources Budgeted	2016-2017 Resources Spent	2015-2016 Resources Spent	2014-2015 Resources Spent
GOAL A. Support and retain a diverse student body that reflects (at minimum) the racial, ethnic, ability, and socio-economic diversity of our service area	Students with disabilities, Veterans, Hispanic Latino, American Indian/Native American, Foster Youth	Marketing Plan Research and Evaluation on Climate, sense of belonging Transition Coordinator for Gateway t College Expanded outreach Equity counselor Greater use Disaggregated Data/Tableau/Research Analyst Auto-packaging System	\$209828	\$318,632	\$348,722	\$176,693
GOAL B. Increase overall course success and completion rates of target population groups experiencing disproportionate impact by increasing the college's ability to provide culturally relevant and responsive support, instruction, policy creation, and curricular offerings by administrators, faculty, and staff through the support and development of awareness, skills, and resources.	Foster Youth, African American/Black, multi-racial, students with disabilities, American Indian/Native American, (Native Hawaiian/Pacific Islander)	Professional Learning Opportunities, trainings Support greater use Canvas Expand and Diversity College Success offerings Expand Summer Bridge Promote early alert systems Native American Initiative	\$202,532	\$102,936	\$116,715	\$61,738

Goals 2017-2018	Target Populations	Activities	2017-2018 Resources Budgeted	2016-2017 Resources Budgeted	2015-2016 Resources Budgeted	2014-2015 Resources Spent
<p>GOAL B.2 Increase equity-mindedness as well as cultural awareness, respect, responsiveness, and inclusion in our college community particularly of equity populations and those traditionally underrepresented due to cultural, ethnic, language, class/socioeconomic status, gender, gender identity, gender expression, ability, veteran status, ability, gender identity/expression, and/or sexual orientation status.</p>	<p>Foster Youth, African American/Black, multi-racial, students with disabilities, American Indian/Native American, (Native Hawaiian/Pacific Islander)</p>	<p>Increased Equity mindedness training Cultural events and creation/support of communities of belonging Student Ambassador program Establish Center for Equity and inclusion Promote campus and community resources</p>	<p>\$185,469</p>	<p>\$79,223</p>	<p>\$107,054</p>	<p>\$70,382</p>
<p>GOAL C. Increase the number and percentage of students from equity populations completing degree and/or credential-applicable English/math courses who began their studies in basic skills English/math or ESL courses.</p>	<p>African American/Black, American Indian/Native American, Males, Hispanic Latino, ESL</p>	<p>Math My Way Expand Supplemental Instruction Support English acceleration models Proactive calling Increased learning screenings in Basic Skills Classes</p>	<p>\$209,828</p>	<p>\$153,787</p>	<p>\$188,378</p>	<p>\$87,515</p>

Goals 2017-2018	Target Populations	Activities	2017-2018 Resources Budgeted	2016-2017 Resources Budgeted	2015-2016 Resources Budgeted	2014-2015 Resources Spent
GOAL D. Increase the number and percentage of students from equity populations who indicate a degree or certificate goal in their education plans who earn/complete a degree or certificate.	Hispanic/Latino, Multi-racial, Males, Foster Youth, (Native Hawaiian/ Pacific Islander)	Proactive connection, intervention with students close to completion Expanded Supplemental Instruction Increased access to community and expanded campus resources Increased student speaking/leadership opportunities Expanded student success and academic planning workshops	\$305,549	\$306,633	\$213,165	\$86,807
GOAL E. Increase the number and percentage of Shasta College students from equity populations who successfully transfer to a four year university.	American Indian/Native American, African American/Black, Hispanic/Latino, Low Income Students, Veterans	Identify and promote ADTs Expanded transfer activities a Increased connection/articulation with CSU Chico Puente Connection with students close of completion	\$85,198	\$50,786	\$50,098	\$34,149
Totals			\$1,220,408	\$1,011,997	\$1,024,132	\$517,284