ATTACHMENT E – Sample Plan Template

Palo Verde College

Student Equity Plan

December 18, 2015

PALO VERDE COLLEGE STUDENT EQUITY PLAN

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Instructions:
Required signatures include the college president, college chief business officer, chief student services officer, chief instructional officer, academic senate president, classified senate president, associated student body president, and the student equity coordinator, who is designated as the main contact person for the plan. For multi-college districts, if the college plan also includes activities and expenditures at the district level, the district chief business officer must also sign the plan.

Regulations and statute require that each district's governing board formally adopt each college's Student Equity Plan. Districts must be sure that the plan can be presented and approved in time for it to be signed and sent to the Chancellor's Office by the annual deadline. Colleges must include the date that the plan was approved by the board on the signature page.

Palo Verde College
Student Equity Plan Signature Page

District: Palo Verde Community College **Board of Trustees Approval Date**: Jan. 19, 2016

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

	donald.wallace@paloverde.edu
Donald G. Wallage, Ph.D. – College President	Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

	russi.egan@paloverde.edu
Russi Egan - VP of Administrative Services	Email
N/A	N/A
[District Chief Business Officer[1]]	Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

	sean.hancock@paloverde.edu
Sean C. Hancock, Ed.D. – VP of Instruction & Student Services	Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

	sean.hancock@paloverde.edu
Sean C. Hancock, Ed.D. – VP of Instruction & Student Services	Email

[1] If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

Biju Raman	biju.raman@paloverde.edu
Biju Raman - Academic Senate President	Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

Not applicable	
[Classified Senate President Name]	Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

Angelis Alvarez – Associate Student Government President	Email	
	jrandall@paloverde.edu	760-921-5503
Jaclyn R. Randall - Student Equity Coordinator/Contact]	Email	Phone

Executive Summary

EXECUTIVE SUMMARY

Palo Verde College's Student Equity Plan is a collaborative effort of the Student Success and Support/Student Equity Committee chaired by the Student Success Manager.

In accordance with legislation and local board policy, the committee prepared the plan with the identified disproportionate special populations.

Access

For this section, the committee used a "gain or loss proportion" calculations to capture the needs of the district.

The committee thought this calculation would best serve for Access due to the district's unique location (farthest east in Riverside and San Bernardino counties) and size (covers more than 3,000 square miles). The "gain or loss proportion" best exposed the needs of the district within the district boundaries.

The data reviewed showed Hispanics or Latinos (-15.16), Individuals with Disabilities (-7.9) and African American or Blacks (-5.28) experience the greatest gap in regard to access.

Activities and goals were set to monitor and decrease the gap consisted of drafting a questionnaire study made available to former, current, and potential students in Spring 2016. In addition, the committee will focus outreaching efforts to those populations. Outreach will include advertisement (targeted) and workshops held in the communities who experience large concentrations of Hispanics or Latinos, Individual with Disabilities, and African Americans.

Course Completion

When reviewing data collected for Course Completion, it showed that African Americans or Blacks, Hispanics or Latinos, and Females are experiencing the largest gap.

For this section, the committee utilized the 80-Percent Index deciding it served the district committee because it permitted the committee to isolate specific groups using its own data.

Beginning in Spring 2016, the committee will continue its partnership with SSSP and create workshops designed to aid students in time management, life skills, and other subjects. Also, the committee is researching online tutoring guides and tools that will be purchased with Equity funds for the students' use on and off campus.

Direct Student Support and Instructional Support will be provided through embedded tutors with plans in Fall 2016 to utilize current or retired Math and English instructors.

Professional Development will be provided on an ongoing basis on campus and off campus beginning with The RP Group presenting "Student Support (Re)defined: 10 Ways Faculty Can Support Student Success" in January 2016.

Additional research will be conducted with concentration on the Female population. The committee seeks to know whether the disproportionate impact is actual or related to the PVC

offering services to two male state prisons that reside within the district. This research will begin Spring 2016.

ESL and Basic Skills Completion

Separating the Math and English subjects and ESL data, the committee used the 80-Percent Index to measure the disproportionate impact on special populations.

After an extensive analysis of the data, the committee found that all populations except Asians were experiencing some varying degree of disproportionate impact.

To address this information, the committee will utilize embedded tutors and online support in ESL, and Basic Skills (Math and English) courses Fall 2016. Additionally, professional development for the faculty and staff will occur each semester with the focus being equity on college campuses (Spring 2016).

The committee will also continue its collaborative efforts with SSSP and provide additional tutoring in the learning center (Spring 2016) with the aid of online tutoring software that can be used individually or in a group-setting.

Also, implementation of the "Early Alert" system and the Student Planning module is set to commence in Spring 2016.

Degree and Certificate Completion

For this section, all students, with the exception of the Asian students, are not getting earning degrees or certificates.

To address this issue, activities designed will begin during the orientation (face-to-face) process by collaborating with different organizations on campus (PVC Foundation) and provide an attendee with graduation regalia. Also, partnering with community agencies and organizations, the college will continue to host a "Career Day" with emphasis jobs students can get before, during, and after a degree or certificate from Palo Verde College.

Partnering with SSSP, the committee will also design and implement a system that will alert counselors and the Student Success Manger who are within 15 credits of graduation. This will activate "invites" to graduation workshops, transfer workshops, and employment opportunities in the area.

Also, SSSP plans to compile data of former students who are within 20 credits of graduation. These students will be invited to re-apply at Palo Verde College and complete their degree or certificates within a set amount of time after meeting with a counselor.

Transfer

All students (exception: Asian students) are experiencing disproportionate impact in regards to transferring to a four-year college or university.

Collaborating with SSSP, DSPS, and ASG, the committee will send more students on four-year college and university tours. In the Fall of 2015, Equity sent 25 students to an HBCU College Fair in Long Beach. This spring, Equity will send 10 students and two staff on an HBCU college tour

from March 28-April 2 which was organized through “Stepping in the Right Direction”, a non-profit HBCU college tour organization.

Also, the SSSP and Equity committees will sponsor college tour trips California State University, San Bernardino and UC Riverside, with the goal of sponsoring two local (close proximity) university tours and one HBCU tour annually.

In addition, surveys will be conducted for current students that will seek to find out why PVC students are not continuing their education beyond PVC.

Other College- or District-wide Initiative Affecting Several Indicators

Addressing the inmate population and their unique needs is included in this plan. Currently, PVC provides services to two male state prisons. Currently, approximately 99% of the students enroll in Distance Education courses. At Ironwood State Prison, certain students take online courses provided by PVC; three courses available each semester. In order to increase this number, the committee is currently in discussion with CDCR representatives to add two more computers that would allow more student access.

Additionally, discussions are underway to create an isolated portal to the district’s website that would allow inmate students to apply and register/drop courses (Spring/Fall 2016). This would allow students to drop and add classes immediately instead of the 14-day minimum response time. This will also decrease the possibility of classes being full before enrollment and inmate students will be able to benefit from “Priority Registration”.

This is a brief synapsis of what Palo Verde College’s Student Equity Plan covers and addresses. The committee looks forward to implementing these activities and goals beginning in the Spring 2016.

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

Palo Verde College's Student Equity Plan was a collaborative effort between the Student Success and Support/Student Equity Committee that consisted of members representing counseling, teaching faculty, support staff, Financial Aid, Student Services categorical programs (CalWORKS, EOPS, DSPS), administrators, management, Admission and Records, and Associated Student Government. The committee is chaired by the Student Success Manager whose duties include Student Equity.

The joint committee began meeting for the 2015-2016 academic year in September 2015. At this time, the committee reviewed 2014-2015's plan and goals and feedback from the Chancellor's Office. The committee discussed the strengths (data) and the weaknesses (goals) presented in the previous year's plan, making adjustments while referring to the Student Success and Support Plan.

Both plans were created and designed to increase student success and are coordinated to address collaborative goals discussed in the Executive Summary and throughout this plan. The Student Equity Plan specifically addresses special populations using data provided through the college's data collecting system, the Chancellor's Office (Datamart, Student Success Scorecard, etc.), and external resources (city, county, state, federal census). The data used and compared to special populations in the district allowed the committee to identify instances of disproportionate impact aiding the committee in setting realistic and equal opportunities for students most effected.

All parties involved with the Student Equity Planning played an integral role, providing the committee invaluable insight into each categorical program and department.

Goals were set with definitive timeframes and will be implemented accordingly throughout the year.

In accordance of the Chancellor's Office guidelines, this plan was reviewed by Palo Verde College's President's Office and Board of Trustees Jan. 19, 2016.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Jaclyn R. Randall	Student Success Manager	SSSP/Student Equity
Sean C. Hancock	V.P. of Instruction/Student Services	Administration
Hortensia "Tencha" Rivera	DSPS Director	DSPS, Counselors
Biju Raman	Academic Senate President, BSI	Faculty, Math Depart., Basic Skills
Adam Houston	Institutional Researcher	Student Services, Research
Maria "Machi" Rivera	EOPS Director	EOPS
Irma Dagnino	Articulation Officer	Counselors
Maria Lopez	CTE Counselor	CTE, Counselors
Maria Gamez	Noncredit Faculty	Noncredit
Brian Thiebeaux	Faculty - English	Faculty, English/Communications
Lale Arac-Cilenti	Needles Center Director	Adminstration, Needles
Staci Lee	CalWORKS Director/ASG Advisor	CalWORKS, ASG
Russi Egan	V.P. of Administrative Services	Administration, Business Office
David Silva	General, Bilingual Counselor	Counselors
Shelley Hamilton	Director of Admissions & Records	Management
Victor Hernandez	General, Distance Ed Counselor	Counselors, Distance Education
Diana Mendez	Director of Financial Aid	Financial Aid, Foster Youth
Melinda Walnoha	Veterans Representative	Veterans
Leslie Rayner	Student Service Technician	Student Services, CSEA

Access

CAMPUS-BASED RESEARCH: ACCESS

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

Palo Verde College's Student Equity Committee ("committee") decided it was best to use the graph provided in the template and record the "gain or loss in proportion" to figure potential and actual students' access to the institution. The use of this process is due to the target population and the base population dispersed between two counties (Riverside and San Bernardino) encompassing more 3,000 square miles. In addition, the district took into account the two unified school districts (Palo Verde and Needles) that reside within the district boundaries. Another factor taken into consideration is the location of the district which sits on the most eastern part of each county, bordering Arizona and Nevada.

In addition, while compiling the data intended to be used for this report, Individuals with Disabilities, Foster Youth, and Veteran information had to be extracted from external resources such as the Riverside County official website, the City of Blythe's official website, San Bernardino County's official website, County of Riverside Office of Education's website, and San Bernardino County Superintendent of Schools' website.

Using the "gain or loss in proportion" gave the committee an idealistic snapshot of the needs and successes for the district.

Target Population(s)	**# of your college's total enrollment in Fall 2014 – Spring 2015**	**% of your college's total enrollment (proportion)**	**% of adult population within the community served (proportion)**	**Gain or loss in proportion (Percentage point difference with +/- added)***
Example Group		**59%**	**64%**	**-6****
American Indian / Alaska Native	53	.95%	1.2%	-.25
Asian	186	3.35%	1.5%	+1.85
Black or African American	540	9.72%	15%	-5.28
Hispanic or Latino	2,113	38.04%	53.2%	-15.16
Native Hawaiian or other Pacific Islander	135	2.43%	.2%	+2.23
White	2,171	39.09%	28.3%	+10.79
Some other race	NA	NA	NA	NA
More than one race	108	1.95%	3.2%	-1.25
Unknown	248	4.47%	NA	+4.47
Total of 8 cells above (Orange cells should = 100%)		**100%**	**100%**	
Males	4084	74%	68%	+6
Females	1453	26%	32%	-6
Unknown	17	.31%	0%	+.31

Total of 3 cells above (Orange cells should = 100%)		**100%**	**100%**	
Current or former foster youth	11	.1%	N/A	
Individuals with disabilities	284	5.1%	13%	-7.9
Low-income students	2,303	41%	23.25%	+17.75
Veterans	2	.03%	.05%	-.02

***Calculated by subtracting the % of the adult population within the community served from the % of your college's total enrollment – paying close attention to the +/- designation.** *Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the adult population, a negative value will result.*

****'-6' is calculated by subtracting 64 (% of your college's total enrollment) from 59 (% of the adult population within the community served). The '-' is added to signify that the example group has lower representation at the college vs. the community served. A '+' would indicate that a given group has greater representation at the college vs. the community served.**

Hispanics or Latinos (-15.16), Individuals with Disabilities (-7.9), and African-Americans or Blacks (-5.28) students experience the greatest negative ("-") gap in Access.

District: _____ **College**: _____

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	**Current gap, year**	**Goal***	**Goal Year**
Example Group	***-6, 2014***	***No gap***	***2020***
Hispanics or Latinos	-15.16, 2014	> -7%	2018
Individuals with Disabilities	-7.9, 2014	> -4%	2018
African Americans or Blacks	-5.28, 2014	> - 2.5%	2018

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS

A.1

- ***Activity Type(s)*** (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

x	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	**Target Group**	**# of Students Affected**
A.1	Hispanics or Latinos	147
A.1	Individuals with Disabilities	12

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- ***Activity Implementation Plan***

The committee plans to conduct a questionnaire study in English and Spanish that specifically addresses the needs of the Hispanic or Latino population. The questionnaire will be done by telephone, U.S. Postal Service, and online (through email) and will ask questions geared towards finding out from former students, current students, and potential students discovering "What makes Palo Verde College desirable?", "How important are textbooks to success in education?", etc. Planning this type of study will involve the Student Equity Coordinator, Institutional Researcher, and the committee.

Outreach efforts have continued from the previous years with the focus changing this current year to address Hispanics or Latinos in the district. Beginning in Fall 2016, the committee will begin the process of ensuring literature aimed at attending the college will be distributed in both English and Spanish. Outreach will also occur in heavily Hispanic or Latino lived in areas throughout the district. Palo Verde College "apply" and "financial aid" workshops will be held in the areas of Ripley (approximately nine miles south of Blythe city limits and 14 miles from the Blythe campus) and Mesa Verde (approximately nine miles west of Blythe). This will be coordinated through Desert Alliance for Community Empowerment (DACE) which is the organization that owns an existing building in Ripley's epicenter. The town of Ripley (unincorporated) is roughly 93% Hispanics or Latinos with less than 10% of the residents possessing an A.A./A.S. or higher. The town of Mesa Verde (unincorporated) is roughly 78% Hispanic or Latino with less than 12% of its resident possessing an A.A./A.S. or higher.

This similar type of outreach will also be planned for Individuals with Disabilities. The college will work with local agencies (Riverside County Mental Health, DPSS, Sheltering Wings) about conducting workshops at the respective locations, with the intent of bringing the school to interested parties.

Other outreach efforts include producing banners (English/Spanish) to adorn the 30 light poles located on campus, in addition to turning them into posters that can be placed in windows and common areas through the district.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Fall 2016 (questionnaire)/ Fall 2016 - Spring 2018 (outreach)	$15,000.00 (questionnaire)/ $10,000.00 (outreach)	

- ***Link to Goal***

This questionnaire will allow the committee to study and retrieve any valuable information that is provided from former students, current students, and potential students. Also, using a questionnaire, similar to the two College Board offers (Admitted Student Questionnaire and Admitted Student Questionnaire Plus) allows a third-party to distribute and collect the data followed by forwarding the information to the district, minimizing biased responses.

Outreaching on campus and in the community serves to bring Palo Verde College to potential students in a forum different from the typical "in-class" experience or as a student. The college is open to all and hosts, on average, seven community events annually (stage plays, government meetings, U.S. Naturalization, etc.). Among the different non-college events, more than 1,000 non students are exposed to Palo Verde College.

Off campus, copies of the banners (that depict individuals representing different departments, each holding a message of affirmation, ie: "You are Successful!", "You Are Valued," etc.) will hang in windows at different businesses in addition to being placed on a future billboard.

The plan is that constant presence of Palo Verde College in the community and on campus will motivate community members to become students.

- ***Evaluation***
  - The college will collect the opinions of students hearing from them what the district could improve on in the way of access, courses, financial aid, and student services.
  - This information will be collected on an annual basis (Summer) for the next three years. This information will be presented to the committee for use in future plans and to modify or adjust the outreach and study efforts.

A.2

- ***Activity Type(s)*** (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

x	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group	# of Students Affected
A.3	African American or Blacks	14

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- ***Activity Implementation Plan***

- Additional studying is needed for African-Americans and the access needs of the group. The committee will also use the questionnaire study to address this gap.
- Outreach activities will include the banners from A.1.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Fall 2016 (questionnaire)/ Fall 2016 - Spring 2018 (outreach)	Included in A.1. funding	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***
  See A.1 "Link to Goal"

- ***Evaluation***
  - See A.1 Evaluation

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population	Enrollment	Success Count	Success Percentage	80-Percent Index
American Indian / Alaska Native	68	57	83.8%	92.1%
Asian	234	213	91%	100%
Black or African American	678	431	63.6%	69.8%
Hispanic or Latino	2,354	1,528	64.9%	71.3%
Native Hawaiian or other Pacific Islander	28	23	82.1%	90.2%
White	2,158	1,784	82.7%	90.8%
Some other race	364	350	96.2%	105.6%
More than one race	128	96	75%	82.4%
All Students				
Males	4,161	3,292	79.1%	82.3%
Females	1,800	1,141	63.4%	66%
Unknown	51	49	96.1%	100%
Current or former foster youth	14	7	50%	100%
Individuals with disabilities	149			
Low-income students	1,021	354	34.7%	90.1%
Veterans	65	46	70%	100%

According to the 80-percent index utilized by the Student Equity committee to evaluate the data collected, African Americans or Blacks, Hispanics or Latinos, and Females experience the greatest gaps for Course Completion.

The committee selected to use the 80-Percent Index because of the large discrepancy in population numbers. Using this methodology permitted the committee to isolate specific groups using the district's reporting data provided through the Chancellor's Office and on campus.

For these three student groups (as applicable) calculate the number of students 'lost', which is also the number of students who, if they had succeeded, would have closed the equity gap:

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	=	Number of Students "Lost"
---	Example Group	14%	.14	x	2567	=	359
Largest Gap	African Americans or Blacks	6.2%	.062	x	6012	=	373
Second Largest	Hispanic or Latino	6.4%	.064	x	6012	=	385
Third Largest	Females	2.6%	.026	x	6012	=	156

District: Palo Verde Community College College: Palo Verde College

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	***-14, 2014***	***Gap no > -6***	***2020***
African Americans or Blacks	-6.2, 2014	Gap no > -2.5	2017
Hispanics or Latinos	-6.4, 2014	Gap no > -2.5	2017
Females	-2.6, 2014	Gap no > -1.5	2017

*Expressed as either a percentage or number. **Benchmark goals are to be decided by the institution.

ACTIVITIES: B. COURSE COMPLETION

B.1

- ***Activity Type(s)*** (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
B.1	African Americans or Blacks	373
B.1	Hispanics or Latinos	385

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- ***Activity Implementation Plan***

To address the African American or Blacks and the Hispanics or Latinos completion rate, the committee decided to provide embedded tutors in Basic Skill level courses. There will two tutors for each subject. Additionally, the goal is to hire current teachers or retired teachers in the respective fields to be present in the classrooms during instruction.

Other activities include partnering with SSSP and offer workshops and literature that will aid students in their courses during each semester. The committee is also researching online tutoring guides that will be accessible to all students whether on campus or off campus. The Student Equity Coordinator is currently testing products from Pearson and College Board with implementation planned for Fall 2016.

In the Spring 2016, The RP Group was invited to campus to present "Student Support (Re)defined: 10 Ways Faculty Can Support Students' Success" with the intention of bringing awareness to the students' needs and how the faculty will be able to help in the classroom.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Spring 2016-Spring 2017	$49,400.00	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

By providing embedded tutoring and using former and current teachers, the committee's goal is to increase the completion rate of African Americans or Black students and Hispanics or Latinos by more than 2.5% each group by the end of the 2017 academic year. Placing tutors in the classroom will allow for hands-on teaching and aid the student in learning and retaining the material on an ongoing basis.

- ***Evaluation***
  - Using Datatel and Ellucian products (Colleague, Pilot), the committee will be able to have monthly updates on the progress of individual students and the special population.
  - The data used will be reviewed after census (to know how many students are being monitored); mid-semester (coordinated with mid-term grade reporting); and at the end of the semester (after final grades). In addition, students will be invited to participate in an online survey (Survey Monkey) that will address how the student thinks the tutoring helped in their studies.
  - The committee will review all the data collected at the close of each semester and modify any processes and/or create new processes for the following semester.

B.2

- ***Activity Type(s)*** (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group	# of Students Affected
B.2	Females	156

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- ***Activity Implementation Plan***

Addressing the Female population at Palo Verde College will require more studies to determine whether females are not completing at a higher rate than males is connected having a higher population of male students than females due to offering the college services to the two California Department of Corrections and Rehabilitation facilities that reside within the district.

Additionally, the committee will collaborate with CalWORKS (county program for parents with children and collecting government assistance) and EOPS to plan workshops aimed towards working parents, time management, life skills, etc.

In the Spring and Summer 2016, the committee will also address the feasibility of offering subsidized child care at the college's child development center and transportation vouchers. If discovered these services are needed, implementation will occur for Fall 2016.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Fall 2016		

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

According to Abraham Maslow, a person must achieve five levels of "growth" before realizing "utopia" or a sense if self-realization (Maslow, 1943). The activities planned will address those needs and offer support outside of the classroom and help alleviate obstacles many females

may be experiencing. If 20 women (annually) utilize the services provided through the collaboration, apply the skills, and complete their courses, the female sub population completion rate will increase by nearly 12% of the targeted population decreasing the 80-Percent Index by nearly one percent, more than halfway to the goal.

- ***Evaluation***
  - The data collected will come from Datatel and Admissions & Records.
  - This data will be collected and reviewed each semester to be addressed at the close of each semester with time to plan, modify, and create the processes.

Success Indicator: ESL and Basic Skills Completion

C. ESL AND BASIC SKILLS COMPLETION. The 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 compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

MATH

The committee used the 80-percent index in an effort to gauge the college's progress using its own students for comparison reasons. Using the proportionality methodology expressed similar with minute changes. The 80-Percent Index was preferred due to "worst-case scenario" data results.

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Populations	**The # of students who complete a final ESL or basic skills course with an A, B, C or credit**	**The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit**	**The rate of progress from ESL and Basic Skills to degree-applicable course completion**	**80-Percent Index**
American Indian / Alaska Native	32	4	12.5%	35.9%
Asian	70	19	29.1%	100%
Black or African American	357	46	12.9%	37%
Hispanic or Latino	699	90	12.9%	37%
Native Hawaiian or other Pacific Islander	15	3	20%	57.5%
White	504	67	13.3%	38.2%
Some other race	N/A	N/A	N/A	N/A
More than one race	N/A	N/A	N/A	N/A
Unknown	90	14	15.6%	44.7%
All Students	1,767	243		
Males	1,151	174	15.1%	100%
Females	615	69	11.2%	74.2
Unknown	1	0	0%	0%
Current or former foster youth	14	7	50%	

Individuals with disabilities	231	18	7.8%	53.2%
Low-income students	1,432	200	14%	100%
Veterans	65	46	70%	

English

The committee used the 80-percent index in an effort to gauge the college's progress using its own students for comparison reasons. Using the proportionality methodology expressed similar with minute changes. The 80-Percent Index was preferred due to "worst-case scenario" data that results.

Target Populations	**The # of students who complete a final ESL or basic skills course with an A, B, C or credit**	**The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit**	**The rate of progress from ESL and Basic Skills to degree-applicable course completion**	**80-Percent Index**
American Indian / Alaska Native	25	8	32%	100%
Asian	52	15	32.05%	66.7%
Black or African American	279	35	12.5%	32.6%
Hispanic or Latino	566	121	21.4%	55.6%
Native Hawaiian or other Pacific Islander	13	2	15.4%	40%
White	300	70	23.3%	60.7%
Some other race	N/A	N/A	N/A	N/A
More than one race	N/A	N/A	N/A	N/A
Unknown	58	14	24.1%	62.8%
All Students	1,293	265	20.5%	
Males	830	143	17.2%	65.2%
Females	462	122	26.4%	100%
Unknown	1	0	0%	0%
Current or former foster youth	14	7	50%	
Individuals with disabilities	186	37	19.9%	96.6%
Low-income students	1,070	218	20.4%	96.7%
Veterans	65	46	70%	

Using the 80-Percent Index, all sub-populations (exception: Asians, Veterans) are in need when comparing completion rates for students enrolled in Math, English, and ESL.

District: Palo Verde Community College College: Palo Verde College

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	***-7, 2014***	***No gap***	***2020***
All Students (exception: Asians, Veterans)	Varies, 2014	>-7	2019

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

The committee will address all effected groups as a whole with the goal of increasing the completion rates by 7% within the next two academic years.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

- ***Activity Type(s)*** (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

C.1	All students except Asians, Veterans	>1,000

- ***Activity Implementation Plan***

  This activity will be structured similar to Activity B.1 and use embedded tutors and online support in ESL, and Basic Skills (Math and English) courses. In addition, the faculty and staff will be involved in professional development and in-service training each semester. This will entail inviting speakers and hosting workshops geared towards effective instruction delivery to special populations.

  The committee will also collaborate with SSSP and the on-campus learning center to provide additional tutoring provided outside the classroom. The tutoring will consist of a fellow student and online software.

  With the implantation of the "Early Alert" system and Student Planning module, counselors and SSSP support staff will be aware of a student's progress in a timely manner.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2016-Fall 2019	$46,400.00	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

  Having embedded tutors in the classroom will aid in students receiving help in "real time". It will also allow the tutor and the student to go at a different pace than the class giving the student a better opportunity at retaining the information learned in class.

- ***Evaluation***
  - Data from Datatel and Colleague will be used to measure the impact of the activity.
  - The data will be collected in an ongoing basis and review each semester. This information will then be used to modify or create a new plan of action.

Success Indicator: Degree and Certificate Completion

D. DEGREE AND CERTIFICATE COMPLETION. The 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 as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	**The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree**	**The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.**	**The rate of degree and certificate completion**	**80-Percent Index**
Example Group	**1947**	**568**	**29%**	**100%**
American Indian / Alaska Native	24	9	37.5%	58.3%
Asian	46	23	54.05%	100%
Black or African American	220	88	40%	62.2%
Hispanic or Latino	470	151	32.1%	50%
Native Hawaiian or other Pacific Islander	17	7	41.2%	64.1%
White	358	124	34.6%	53.9%
Some other race	N/A	N/A	N/A	N/A
More than one race	N/A	N/A	N/A	N/A
Unknown	94	32	34%	53%
All Students	***1,229***	***434***	***35.3%***	
Males	831	297	35.7%	100%
Females	395	137	34.7%	97%
Unknown	3	0	0%	0%
Current or former foster youth	14	7	50%	
Individuals with disabilities	149	36	24.2%	65.5%
Low-income students	1,021	354	34.7%	
Veterans	65	46	70%	

All students (exception: Asians) demonstrate a need that will be addressed in regards to degree and certificate completion.

The committee selected the 80-Percent Index methodology after experiencing similar results using the proportionality methodology.

District: Palo Verde Community College College: Palo Verde College

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	***-4, 2014***	***No gap***	***2020***
All groups (exception: Asians)	Varies, 2014	>-7%	2019

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

The committee's goal is to increase the percentage of students who earn a degree or certificate by seven across the board.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

- ***Activity Type(s)*** (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
D.1	All students (exception: Asians)	>1,200

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- ***Activity Implementation Plan***

This activity will begin during the orientation process (face-to-face). Collaborating with SSSP and Palo Verde Foundation "Foundation", one graduation regalia (cap, gown, tassel) will be distributed as a door prize at each of the four face-to-face orientations held each semester. Also, the CTE counselor currently coordinates a "career-day" with local law enforcement and government organizations and agencies that attend and shares hiring requirements.

Additionally, in collaboration with SSSP, the Student Equity Coordinator, committee, and transfer counselor will plan, organize, and execute a plan designed to monitor a student's progress with special attention to students who are within 15 credits of graduation.

SSSP has also planned to compile data showing former students who are within 20 credits of graduation. This information will be used to "invite" students to re-apply at Palo Verde College, attend, and graduate within a set amount of time. Logistics are still being worked out for this activity due to the committee's request to waive catalogue rights for those targeted students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

  These activities will facilitate the college's current mission of "promoting student success, lifelong learning, and community development." Additionally, with the district and foundation's support, the committee will be able to graduate more students within the targeted goal.

- ***Evaluation***
  - This data will come from Datatel and Colleague.
  - It will be collected at the end of the academic year and reviewed during the Summer by the Student Equity Coordinator and Vice President of Instruction and Student Services. Any modifying or plan creation will occur amongst the committee in the Fall with immediate implementation.

Transfer

District: Palo Verde Community College College: Palo Verde College

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The 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. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

Target Population(s)	**The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.**	**The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.**	**The transfer rate**	**80-Percent Index**
Example Group	**1947**	**568**	**29%**	**100%**
American Indian / Alaska Native	0	0	0%	-
Asian	9	3	32.5%	100%
Black or African American	21	3	14.3%	35.7%
Hispanic or Latino	39	3	7.7%	19.2%
Native Hawaiian or other Pacific Islander	1	0	0%	0%
White	40	7	17.5%	43.8%
Some other race	N/A	N/A	N/A	N/A
More than one race	N/A	N/A	N/A	N/A
Unknown	5	0	0%	0%
All Students	***115***	***16***	****13.9%***	
Males	87	11	12.6%	70.8%
Females	28	5	17.9%	100%
Unknown	N/A	N/A	N/A	N/A
Current or former foster youth	0	0	0	
Individuals with disabilities	101	16	15.8%	
Low-income students	109	15	13.8%	
Veterans	N/A	N/A	N/A	

All special populations with the exception of Asians experience a low percentage of transfers.

Interestingly, using the 80-Percent Index for gender demonstrated females are within the threshold. It is when the actual numbers are examined the committee decided to include Females in the "in-need" category.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	***-4, 2014***	***No gap***	***2020***
All students (exception: Asians)	Varies, 2014	>-3	2019

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER

E.1

- ***Activity Type(s)*** (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

x	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
E.1	All Students (exception: Asians)	99

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- ***Activity Implementation Plan***

Collaborating with SSSP, the committee will devote more resources to college tours and four-year college/university workshops. Also, SSSP partner with the local high school and sponsored a bus to an HBCU College Fair in November 2015. In Spring 2016,

Equity sponsored an HBCU College Tour with "Stepping in the Right Direction". Ten students and two staff will travel from March 28 –April 2 to eight schools and tour historical locations in and around Atlanta, Georgia. This experience is open to all students with an emphasis on African Americans or Blacks and Hispanics or Latinos.

SSSP, in conjunction with Student Equity, planned two more college tours for Spring 2016 (California State University, San Bernardino and UC Riverside).

Also, surveys will be conducted among the students in an effort to find out why a large amount of students choose to not continue their education.

In addition, the Student Equity Coordinator and Articulation/Transfer Officer will participate in professional development with the focus on identifying transfer students after graduation, developing workshops to conduct on-campus, and increasing the transfer rates.

The college currently has MOUs in place with several four-year colleges and universities (UC and CSU) with discussions occurring between PVC and the closest CSU campus (San Bernardino, Palm Desert Campus) in an effort to offer a prorated tuition rate for PVC students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Spring 2016-Spring 2018	$35,000.00	SSSP - $10,000.00

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

  Extending the opportunity to travel and see four-year university campuses will increase a student's motivation to attend a four-year university. Due to the district located more than 100 miles from the closest four-year college and university, many students do not transfer. Additionally, many of the district's students are first-time college attendees and/or graduates and have not thought beyond PVC, exposing students to four-year institutions will enable them to think and plan beyond PVC with the intent to transfer.

- ***Evaluation***
  - This data will be compiled through email communication and U.S. Postal Service through the alumni association and questionnaire.

- This will be done on an annual basis and reviewed in the Fall of each year.

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

- ***Indicators/Goals to be affected by the activity*** (Mark an X in all that apply.)**:**

	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

- ***Activity Type(s)*** (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.)**:**

	Outreach	x	Student Equity Coordination/Planning	x	Instructior
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Stu
x	Research and Evaluation	x	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group	# of Students Affected
F.1	Male Prison Population	>700

* For example, Veterans – 250, Af. American

- ***Activity Implementation Plan***

The district currently serves students at the two local state prisons, Chuckawalla Valley State Prison (CVSP) and Ironwood State Prison (ISP) which accounts for the high male student count. Approximately, 99% of the population takes courses through Distance Education and yet less than 25% of that population graduates each year. PVC also is conducting a pilot online (IES) program utilized at ISP where three different courses are administered each semester (Math, English, and Vocational). Through Equity, the committee plans to install two additional computers at ISP enabling more students to take that modality for courses. In addition to online courses, CDCR, ISP, and PVC are collaborating to introduce courses at ISP taught in-person.

Plans are also to dedicate the same computers with access to applying and registering to PVC. Currently, all applications, registrations, and assessments are handled manually. Each computer will have to be programmed giving the student limited access to the internet for ISPs safety and security reasons.

The committee will also use the Spring 2016 semester to survey the prison students inquiring about educational needs and how best PVC can serve them within each institutions limitations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Spring 2016 – Spring 2018	$112,500	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

  Providing additional computers at ISP where PVC has more active students will aid the students by providing "real time" access to PVC. Currently, correspondence is handled through the mail and may be backed up for two weeks at a time. Students having access to the application and the registration window will encourage more students to pursue a degree with PVC and the student will be able to achieve an increased chance at success due to the ability to register and drop classes in a timely manner and not run the risk of class being full and not finding out until after the close of registration.

- ***Evaluation***
  - The data will be collected from Datatel and directly from Admissions & Records.
  - This collection and review will be conducted each semester.