



2019-22 Student Equity Plan

(For Planning Purposes Only)

- In the chart below the three-year goal for each metric based on data for the college’s overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population (TBD by IPC)	Activities that support the goal
<i>Access: Successful Enrollment</i>	48.1%	49.5-58.5%	General outreach including CE programs, English Language Learners Outreach, Jump Start Program, Middle School Early Success Program, Credit and Noncredit Matric Services
<i>Retention: Fall to Spring</i>	69.7%	71%	Orientation, placement assessment, SRJC Ready Bridge Program, Welcome Center/ Welcome events, Financial Aid Campaign, Student Success Peer Coaching Program, Counseling and Education Planning, Peer Assisted Learning Specialists (PALS-Embedded Tutoring Supplemental Instruction), Tutorial Services/Writing Centers, Online Learning Resources, Student Success Workshops, Student Health/Psychological Services, Direct Student Support Program (Library Laptop/Textbook/Calculator Loan Programs, Equity Scholarship, Basic Needs Resources), Ask Me Campaign
<i>Transfer to a four-year institution</i>	7.2%	7.4-8.2%	Counseling and Education Planning, Transfer Center Support Services (workshops, application assistance, University rep visits, Celebrate Transfer), Student Success Peer Coaching Program, Learning Communities (Puente, APASS, Umoja), Student Success Campaigns



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Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population (TBD by IPC)	Activities that support the goal
<i>Completion of transfer level math and English</i>	7.2%	7.1-8.3%	Placement assessment /AB 705 Implementation, SRJC Ready Bridge Program, Learning Communities (Puente, APASS, Umoja), Tutorial Services/Writing Centers, Online Learning Resources, Counseling and Education Planning, Noncredit to Credit support services, PALS Program, Student Success Peer Coaching Program, Library Laptop/Textbook/Calculator Loan Programs
<i>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</i>	4.1%	4.2-5.5%	Counseling and Education Planning, CE In-reach, Student Success Peer Coaching Program, PALS Program, Learning Communities (Puente, APASS, Umoja), Tutorial Services/Writing Centers, Online Learning Resources, Student Success Workshops/Campaign, Intercultural Centers Engagement, Student Health/Psychological Services, Direct Student Support Program (Library Laptop/Textbook/Calculator Loan Programs, Equity Scholarship, Basic Needs Resources), Academic Engagement (World Language Fair, Art and Lecture Series), Financial Aid Campaign, Partnerships (other categorical programs and external partners), Student Success Campaigns



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2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
Access: Successful Enrollment	American Indian or Alaska Native (All): 45.0% American Indian or Alaska Native (Female): 40.6% White (All): 42.8% White (Female): 41.2% White (Male): 45.3% Foster Youth (Male): 43.5% Veteran (All): 44.4% Veteran (Female): 36.3%	American Indian or Alaska Native (All): 46.5% American Native or Alaska Native (Female): 44.3% White (All): 45.4% White (Female): 44.6% White (Male): 46.7% Foster Youth (Male): 45.8% Veteran (All): 46.3% Veteran (Female): 42.2%	General outreach including CE programs, ELL Outreach, Jump Start Program, Middle School Early Success Program, Native American Summer Bridge (NASB), Foster Youth Success/NextUp, Veteran’s Resources Center, Credit and Noncredit Matric Services



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Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
Retention: Fall to Spring	American Indian or Alaska Native (All): 58.2% American Indian or Alaska Native (Female): 58.4% Black or African American (Male): 60.3% LatinX (All): 67.8% LatinX (Male): 66.4% Native Hawaiian or Other Pacific Islander (ALL): 55.2% White(Male): 67.7% First Generation (All): 66.6% First Generation (Female): 67.7% First Generation (Male): 65.3% Foster Youth (All): 65.1% Foster Youth (Male): 61.6% Veteran (All): 61.8% Veteran (Female): 63.3% Veteran (Male): 60.7%	American Indian or Alaska Native (All): 64.0% American Indian or Alaska Native (Female): 64.1% Black or African American (Male): 65.0% LatinX (All): 68.7% LatinX (Male): 68.0% Native Hawaiian or Other Pacific Islander (ALL): 62.4% White(Male): 68.7% First Generation (All): 68.1% First Generation (Female): 68.7% First Generation (Male): 67.5% Foster Youth (All): 67.4% Foster Youth (Male): 65.7% Veteran (All): 65.7% Veteran (Female): 66.5% Veteran (Male): 65.2%	Orientation, placement assessment, SRJC Ready Bridge Program, Welcome Center/ Welcome events, Financial Aid Campaign, Student Success Peer Coaching Program, Counseling and Education Planning, Peer Assisted Learning Specialists (PALS-Embedded Tutoring/Supplemental Instruction), Tutorial Services/Writing Centers, Online Learning Resources, Student Success Workshops, Student Health/Psychological Services, Direct Student Support Program (Library Laptop/Textbook/Calculator Loan Programs, Equity Scholarship, Basic Needs Resources), Early Alert/Starfish, Ask Me Campaign. Learning Communities (Puente, Umoja, APASS), Intercultural Centers, Focused Population Counseling, Veteran’s Resources Center, Foster Youth Success/NextUp, Dream Center, EOPS, DSPTS, CalWORKs, MESA, Title V HSI, IGNITE/2nd Chance



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Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
<p><i>Transfer to a four-year institution</i></p>	<p>American Indian or Alaska Native (All): 4.8%</p> <p>American Indian or Alaska Native (Female): 4.7%</p> <p>American Indian or Alaska Native (Male): 5.6%</p> <p>Black or African American (Female): 4.9%</p> <p>DSPS (All): 5.4%</p> <p>DSPS (Female): 5.6%</p> <p>DSPS (Male): 5.1%</p> <p>First Gen (Male): 5.7%</p> <p>Foster Youth (All): 5.4%</p> <p>Foster Youth (Male): 4.9%</p> <p>LGBT (Male): 4.9%</p>	<p>American Indian or Alaska Native (All): 6.0%</p> <p>American Indian or Alaska Native (Female): 6.0%</p> <p>American Indian or Alaska Native (Male): 6.4%</p> <p>Black or African American (Female): 6.1%</p> <p>DSPS (All): 6.3%</p> <p>DSPS (Female): 6.4%</p> <p>DSPS (Male): 6.1%</p> <p>First Gen (Male): 6.4%</p> <p>Foster Youth (All): 6.3%</p> <p>Foster Youth (Male): 6.1%</p> <p>LGBT (Male): 6.1%</p>	<p>Counseling and Education Planning, Transfer Center Support Services (workshops, application assistance, University rep visits, Celebrate Transfer), Student Success Peer Coaching Program, AB 705 Implementation, Learning Communities (Puente, APASS, Umoja), Student Success Campaigns</p> <p>Intercultural Centers, Focused Population Counseling, Foster Youth Success/NextUp, Dream Center, EOPS, DSPS, CalWORKs, MESA, Title V HSI, IGNITE/2nd Chance, College2Career Coaching/Tutoring</p>



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Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
<p><i>Completion of transfer level math and English</i></p>	<p>American Indian or Alaska Native (Female): 0.0% Filipino (Male): 0.0% LatinX (All): 5.3% LatinX (Female): 3.6% Native Hawaiian or Other Pacific Islander (All): 0.0% Native Hawaiian or Other Pacific Islander (Female): 0.0% DSPS (All): 3.0% DSPS (Female): 1.7% Economically Disadvantaged (Female): 4.4% First Generation (All): 6.0% First Generation (Female): 4.8% Foster Youth (All): 2.6% Foster Youth (Female): 2.3% LGBT (All): 1.6% LGBT (Female): 1.3% LGBT (Male): 2.1%</p>	<p>American Indian or Alaska Native (Female): 3.6% Filipino (Male): 3.6% LatinX (All): 6.2% LatinX (Female): 5.4% Native Hawaiian or Other Pacific Islander (All): 3.6% Native Hawaiian or Other Pacific Islander (Female): 3.6% DSPS (All): 5.1% DSPS (Female): 4.4% Economically Disadvantaged (Female): 5.8% First Generation (All): 6.6% First Generation (Female): 6.0% Foster Youth (All): 4.9% Foster Youth (Female): 4.7% LGBT (All): 4.4% LGBT (Female): 4.3% LGBT (Male): 4.7%</p>	<p>Placement assessment /AB 705 Implementation, SRJC Ready Bridge Program, Learning Communities (Puente, APASS, Umoja), Tutorial Services/Writing Centers, Online Learning Resources, Counseling and Education Planning, Noncredit to Credit transition support services, PALS Program, Student Success Peer Coaching Program, Early Alert/Starfish, Library Laptop/Textbook/Calculator Loan Programs</p> <p>Foster Youth Success/NextUp, Title V HSI, EOPS, DSPS, CalWORKs, College2Career Coaching/Tutoring</p>



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Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
<p><i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i></p>	<p>American Indian or Alaska Native (All): 2.5% American Indian or Alaska Native (Female): 2.6% American Indian or Alaska Native (Male): 2.6% Black or African American (Male): 2.7% LatinX (Male): 3.1% Native Hawaiian or Other Pacific Islander (All): 3.0% Native Hawaiian or Other Pacific Islander (Male): 2.0% Foster Youth (All): 2.4% Foster Youth (Female): 2.4% Foster Youth (Male): 2.5% LGBT (All): 2.7% LGBT (Female): 3.0% LGBT (Male): 2.3%</p>	<p>American Indian or Alaska Native (All): 3.3% American Indian or Alaska Native (Female): 3.3% American Indian or Alaska Native (Male): 3.3% Black or African American (Male): 3.4% LatinX (Male): 3.6% Native Hawaiian or Other Pacific Islander (All): 3.6% Native Hawaiian or Other Pacific Islander (Male): 3.0% Foster Youth (All): 3.3% Foster Youth (Female): 3.3% Foster Youth (Male): 3.3% LGBT (All): 3.4% LGBT (Female): 3.6% LGBT (Male): 3.2%</p>	<p>Credit and Noncredit Counseling and Education Planning, In-reach, Student Success Peer Coaching Program, PALS Program, Tutorial Services/Writing Centers, Online Learning Resources, Direct Student Support Program (Library Laptop/Textbook/Calculator Loan Programs, Equity Scholarship, Basic Needs Resources), Student Success Workshops/Campaign, Student Health/Psychological Services, Academic Engagement (World Language Fair, Art and Lecture Series), Financial Aid Campaign, Partnerships (other categorical programs and external partners), Student Success Campaigns</p> <p>Learning Communities (Puente, APASS, Umoja), Intercultural Centers Engagement, Focused population counseling, Foster Youth Success/NextUp, Title V HSI, EOPS, DSPS, CalWORKs</p>



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3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

Evaluation of the progress towards reaching our 3-year equity goals will occur annually as the Chancellors Office releases the MIS data set for SRJC through Data on Demand. The outcomes and gap changes in disproportionately impacted student populations will be added to a historical timeline for reference and shared with campus community. In addition, a shorter-term assessment will take place following each term through local data tracking of the five metrics by DI populations, and will be presented to the appropriate programs/projects. ISSC, in close collaboration with Office of Institutional Research, will guide the review of equity gap analysis by relevant SEA activities and/or programs. The evaluation data will inform the district of scaling up high impact programs and practices when feasible to best ensure district-wide goal achievement.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

SRJC has a long history of successful student support and equity-related programs including Counseling, DRD, EOPS, CalWORKs, MESA, HSI, and Puente. During 2017-18, we successfully integrated Student Success and Support Program (SSSP), Student Equity, and Basic Skills Initiative (BSI) into one Integrated Student Success Committee. ISSC has been a source of multi-functional cross-pollination of best practices, identification of challenges, and solution-focused ideas. This integration has resulted in broad representation and collaboration of faculty, staff, administrators, and students at ISSC. Many ISSC members are not only expert practitioners in their program areas, but have also been active participants in accreditation, strategic planning, and departmental program review. These representatives have come together to form a unifying vision that encourages collaboration across the district.

With the leadership of ISSC, we have been weaving the vision and framework from the previous 2017-19 Integrated Plan into the fabric of SRJC academic and student services, including student success programs that are related to onboarding and guidance, academic support, student engagement, and other support services. ISSC has formed teams around “Student Success Pillars” (Invited/Welcomed; Guided/Supported; Engaged/Empowered). Each Team is engaged in inquiry and research related to each “Pillar”, uses the data from Office of Institutional Research to study trends and outcomes, and evaluates program effectiveness while providing guidance and making recommendations for improvement. ISSC has benefited from the collaboration of scholars and specialists of different perspectives and strengths to understand equity gaps and to address these gaps. Recently, the District Guided Pathway Workgroup has also adopted these same pillars as its framework. There have been joint discussions between ISSC and GP, and we expect further collaborations in the future.

Another valuable venue for coordination and collaboration is in staff development activities. Student Equity and Achievement (SEA) has taken the lead in offering professional development training that reaches a broad audience across the District. By sponsoring these trainings, SEA encourages not only individual growth experiences, but also the integration of equity lens and practices into general campus climate. The trainings are a rare opportunity for busy professionals to network and share successes and challenges in the realm of equity and student success. The seeds of innovative programs and services are often planted by expert presenters who serve as inspiring pioneers of equity work.



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In addition, through various Direct Student Support Programs, Student Equity and Achievement (SEA) has worked closely with categorical and other campus-based programs to deliver support resources and track progress in overall goal achievement. SEA is in a unique position of seeing an overall picture of student success; from this vantage point, staff can identify gaps in services and receive feedback from colleagues. Such feedback has led to thoughtful discussions and eventually actions explored.

ISSC is forming action plans for future collaborations that may include further joint efforts with Guided Pathway, other categorical programs, Student Health/Mental Health Services, Career Hub professionals, and possible Title V Grant. Our goal is to advocate student equity goals and SRJC “Pillars” to all constituents across the district.

- Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

<https://studentequity.santarosa.edu/2019-22-student-equity-plan-executive-summary>

- Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name Li Collier
Title Senior Dean, Counseling and Student Success
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Phone 707.524.1797

Alternate Point of Contact:

Name KC Greaney
Title Director, Office of Institutional Research
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Approval and Signature Page

College: Santa Rosa Junior College District: Sonoma County Junior College District

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor’s Office.

Chancellor/President	Date	fchong@santarosa.edu Email Address
Chief Business Officer	Date	kjolly@santarosa.edu Email Address
Chief Instructional Officer	Date	Lsadana-talley@santarosa.edu Email Address
Chief Student Services Officer	Date	pavila@santarosa.edu Email Address
President, Academic Senate	Date	ethompson@santarosa.edu Email Address