



2019-22 Student Equity Plan

(For Planning Purposes Only)

- In the chart below enter 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	Activities that support the goal
<i>Access: Successful Enrollment</i>	48.1%	53.0%	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%	8.0%	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
<i>Completion of transfer level math and English</i>	7.2%	10.0%	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



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Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<p><i>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</i></p>	<p style="text-align: center;">4.1%</p>	<p style="text-align: center;">5.0%</p>	<p>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</p>



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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 (Female): 40.6% White (Female): 41.2% White (Male): 45.3% Foster Youth (Male): 43.5% Veteran (Female): 36.3%	American Native or Alaska Native (Female): 44.3% White (Female): 44.6% White (Male): 46.7% Foster Youth (Male): 45.8% 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
Retention: Fall to Spring	American Indian or Alaska Native (Female): 58.4% Black or African American (Male): 60.3% LatinX (Male): 66.4% White(Male): 67.7% Foster Youth (Male): 61.6% Veteran (Female): 63.3% Veteran (Male): 60.7% First Generation (Female): 67.7% First Generation (Male): 65.3%	American Indian or Alaska Native (Female): 64.1% Black or African American (Male): 65.0% LatinX (Male): 68.0% White(Male): 68.7% Foster Youth (Male): 65.7% Veteran (Female): 66.5% Veteran (Male): 65.2% First Generation (Female): 68.7% First Generation (Male): 67.5%	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, DSPS, 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
<i>Transfer to a four-year institution</i>	American Indian or Alaska Native (Female): 4.7% American Indian or Alaska Native (Male): 5.6% Black or African American (Female): 4.9% DSPS (Female): 5.6% DSPS (Male): 5.1% First Gen (Male): 5.7% Foster Youth (Male): 4.9% LGBT (Male): 4.9% First Gen (Male): 5.7%	American Indian or Alaska Native (Female): 6.0% American Indian or Alaska Native (Male): 6.4% Black or African American (Female): 6.1% DSPS (Female): 6.4% DSPS (Male): 6.1% First Gen (Male): 6.4% Foster Youth (Male): 6.1% LGBT (Male): 6.1% First Gen (Male): 6.4%	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 Intercultural Centers, Focused Population Counseling, Foster Youth Success/NextUp, Dream Center, EOPS, DSPS, CalWORKs, MESA, Title V HSI, IGNITE/2nd Chance, College2Career Coaching/Tutoring
<i>Completion of transfer level math and English</i>	American Indian or Alaska Native (Female): 0.0% Filipino (Male): 0.0% LatinX (Female): 3.6% Native Hawaiian or Other Pacific Islander (Female): 0.0% DSPS (Female): 1.7% Economically Disadvantaged (Female): 4.4% Foster Youth (Female): 2.3% LGBT (Female): 1.3% LGBT (Male): 2.1% First Generation (Female): 4.8%	American Indian or Alaska Native (Female): 3.6% Filipino (Male): 3.6% LatinX (Female): 5.4% Native Hawaiian or Other Pacific Islander (Female): 3.6% DSPS (Female): 4.4% Economically Disadvantaged (Female): 5.8% Foster Youth (Female): 4.7% LGBT (Female): 4.3% LGBT (Male): 4.7% First Generation (Female): 6.0%	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 Foster Youth Success/NextUp, Title V HSI, EOPS, DSPS, CalWORKs, College2Career Coaching/Tutoring



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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 (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 (Male): 2.0% Foster Youth (Female): 2.4% Foster Youth (Male): 2.5% LGBT (Female): 3.0% LGBT (Male): 2.3%</p>	<p>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 (Male): 3.0% Foster Youth (Female): 3.3% Foster Youth (Male): 3.3% 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 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)

Annual evaluation of progress toward reaching our three-year equity goals will occur as the Chancellor's Office releases SRJC-related MIS data through their Data on Demand webpage. Outcomes and equity gap changes in disproportionately impacted (DI) student populations will be added to a historical timeline for reference and shared with the campus community.

In addition, a shorter-term assessment will occur each academic semester via local data-tracking of the five metrics by DI populations – results of which will be presented to the appropriate programs/projects.

Lastly, the Integrated Student Success Committee (ISSC), in close collaboration with the Office of Institutional Research (OIR), will guide equity gap analyses of all relevant SEA activities and/or programs. Said evaluation data will aid in identifying "high impact" programs and practices that would merit being scaled-up, when feasible, throughout the district.

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 the Student Success and Support Program (SSSP), Student Equity, and Basic Skills Initiative (BSI) committees into a single Integrated Student Success Committee (ISSC).

The formation of the ISSC has allowed for best practices, identification of challenges, and solution-focused ideas to be collated from amongst the three prior constituent committees. The integration has also resulted in broad representation and collaboration of faculty, staff, administrators, and students. 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 ISSC's leadership, we have been weaving the vision and framework from the previous 2017-19 Integrated Plan into the fabric of SRJC along-side academic support services (e.g., via programs such as Peer Assisted Learning Specialists – also known colloquially as PALS) and student services (e.g., onboarding and guidance student success support programs, peer coaches, increased student engagement, etc.).

The 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," and with use of data from OIR they evaluate program effectiveness and provide guidance and



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recommendations to SEA-funded projects for improvement. The 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 (GP) Workgroup has adopted these same pillars as its framework. There have been joint discussions between the ISSC and GP Workgroup, and we expect further collaborations in the future.

Another valuable venue for coordination and collaboration is in staff development activities. 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 an “equity lens” and associated practices to affect the 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.

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

5. 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>



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6. 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

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Alternate Point of Contact:

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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	lsaldana-talley@santarosa.edu Email Address
Chief Student Services Officer	Date	pavila@santarosa.edu Email Address
President, Academic Senate	Date	ethompson@santarosa.edu Email Address