2019-22 Student Equity Plan
(For Planning Purposes Only)

1. In the chart below list 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 2019-2022	Activities that support the goal
Access: Successful Enrollment	•16/17 baseline for all students 50.5%	• 51%	•Support for dual enrollment efforts •Expand efforts to serve incarcerated students •Continue to improve the onboarding system to increase College access •Increase high school graduate participation through new onboarding system •Continue the development of noncredit curriculum •Support noncredit to credit transition •Support for outreach activities such as Registration Days, Dreamers Week, Rush Events, etc. •Targeted follow up emails and phone calls to students •Continue work on career trees marketing and outreach. •Creating just in time services for our students – particular to the student, not a large population.

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Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population 2019-2022	Activities that support the goal
Retention: Fall to Spring	• 16/17 baseline for all students 62.9%	• 70%	• Continue the work of the Center for Excellence in Teaching & Learning • Launch Starfish as an early alert retention strategy • Coordinate with Guided Pathways efforts on Student Success Teams • Support Peer Check-In efforts to connect with students and increase retention. • Implement follow-up orientations • Increase support for Canyons Promise in connection with AB19/AB2 • Support the services provided by The Hub • Build and implement new notifications in MAP • Continue support of Academic Roadmaps & Meta-majors in connection with Guided Pathways ("Canyons Completes") efforts. • Increase online counseling • Support OER offerings • Support tutoring efforts to promote retention

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Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population 2019-2022	Activities that support the goal
Transfer to a four-year institution	• Not available for 17/18 • 2,255 for 16/17	• 2,300	• Offer additional ADT degrees per the Enrollment Management Plan • Continue support of Academic Roadmaps & Meta-majors in connection with Guided Pathways ("Canyons Completes") efforts. • Coordinate with Guided Pathways efforts on Student Success Teams • Research and implement online graduation petition • Student Engagement (Perna, etc.) Utilize Peer Advisors to support in-reach to assist students who are on a transfer pathway • Expand OER/ZTC Degree Options • Supportive Programs (Honors, MESA) • Tutoring & Faculty Advisors/Mentors • Launch Starfish as an early alert retention strategy • Supporting Veteran Completion • Notifications, My Academic Plan (MAP), Targeted Messaging • Individual assistance with college applications. • Increase Honors offerings.
Completion of transfer level math and English	• 434/3316, 13.1%	• 868/3605, 24%	• AB705 Implementation • TLC Support • Professional Development for faculty • New Onboarding System • First Year Promise • Promoting Math and English in the first year.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population 2019-2022	Activities that support the goal
Earned credit certificate over 18 units, associate degree, CCC bachelor's degree	• 1,844	• 2000	• Coordinate with Guided Pathways efforts on Student Success Teams • Launch Starfish as an early alert retention strategy • AB705 Implementation • FYP/College Promise • Continue support of Academic Roadmaps & Meta-majors in connection with Guided Pathways ("Canyons Completes") efforts. • Strengthen and increase partnerships/articulation with CSUs and 4-yrs • Implement Student Engagement strategies (Perna, Cox-Otto, etc.) Utilize Peer Advisors to support in- reach to assist students who are on certificate or degree pathway • Expand OER/ZTC Degree Options • Supportive Programs (Honors, MESA) • Tutoring & Faculty Advisors/Mentors • Launch Starfish as an early alert retention strategy • Supporting Veteran Completion • Notifications, MAP, Targeted Messaging • Explore and implement Digital Badges (NC and beyond) • Develop and promote stackable certificates • Research and implement online graduation petition • Explore automatic awarding of noncredit certificates

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population 2019-2022	Activities that support the goal
			• Increase marketing of certificate programs. • Promote college transition for GED program students.

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	• See DI table handout for percentage point gap analysis	• Lower DI for identified populations in this metric by 20%	**New Activities to Close DI Gaps:** • Research and implement a mentorship program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Community outreach to local sites (e.g., faith-based organizations). **Existing Activities to Close DI Gaps:** • Increase counseling services in EOPS, homeless and foster youth, and first year promise students. • Training specifically for counseling services

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
			for DI populations. • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom.
Retention: Fall to Spring	• See DI table handout for percentage point gap analysis	• Lower DI for identified populations in this metric by 30%	**New Activities to Close DI Gaps:** • Research and implement a mentorship program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Launch Starfish as an early alert retention strategy, and research use to target DI populations. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Leverage the benefits of Student Employment on campus. • Ensure access to services in the evening. • Explore African-American Studies courses (sociology, history) **Existing Activities to Close DI Gaps:** • Reaching out personally to students who are in academic difficulty. • Ongoing support for students in academic difficulty throughout the semester. • CETL culturally-relevant teaching course

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
			• Disseminate training for the College on equity & retention. • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom. • Services and support for Foster Youth • Services and support for DSP&S • Services and support for EOPS • Creation and support of Student Athletic Academic Mentor • Services and support for Veterans
Transfer to a four-year institution	• See DI table handout for percentage point gap analysis	• Lower DI for identified populations in this metric by 10%	**New Activities to Close DI Gaps:** • Research and implement a mentorship program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Increase transfer workshops for HBCUs. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Targeting Majors where there is a high representation of African- American/Black students (e.g. Communications, Kinesiology). For example HUB on-the-go and going where students are.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
			Existing Activities to Close DI Gaps: • Provide buses to bring students to 4-year outreach events. • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom. • Services and support for Foster Youth • Services and support for DSP&S • Services and support for EOPS • Creation and support of Student Athletic Academic Mentor Services and support for Veterans
Completion of transfer level math and English	• See DI table handout for percentage point gap analysis	• Lower DI for identified populations in this metric by 30%	**New Activities to Close DI Gaps:** • Research and implement a mentorship program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. **Existing Activities to Close DI Gaps:** • Continue training for the College on Equity (such as AB705 impact). • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree	•See DI table handout for percentage point gap analysis	•Lower DI for identified populations in this metric by 20%	**New Activities to Close DI Gaps:** •Research and implement a mentorship program such as Umoja or A2MEND. •Research and explore opening a multicultural center. •Coordinate Adult 25+ efforts with the Enrollment Management Plan. •Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. •Targeting Majors where there is a high representation of African- American/Black students (e.g. Communications, Kinesiology). For example HUB on-the-go and going where students are. **Existing Activities to Close DI Gaps:** •Services and support for Foster Youth •Services and support for DSP&S •Services and support for EOPS •Creation and support of Student Athletic Academic Mentor •Services and support for Veterans Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom.

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

   - An annual review of student achievement metrics such as the ACCJC Institution-Set Standards and local student achievement goals are conducted by the (IE)2 committee and workgroups, as needed, and disseminated to stakeholders for review. In addition, review of state and accreditation accountability metrics, the Institutional Research, Planning and Institutional Effectiveness office, in collaboration with the (IE)2 committee developed milestones and leading indicators to track the effectiveness of activities in the "Canyons Completes" Strategic Plan, including new data visualizations. Evaluation plans for "Canyons Completes" are co-created with project leads for activities being pursued, including tracking of projects funded through the SEA Program.

   - The Institutional Research, Planning, and Institutional Effectiveness office completes an evaluation of each program/activity funded through SEA. The evaluation process is conducted at regular intervals, through survey, focus groups, data collection, examining disproportionate impact, reviewing program effectiveness, and sharing results. Each program/activity manager must complete the evaluation process by responding to data and making changes or updates where necessary. All evaluation information is shared to the campus community through our College Planning Team, Institutional Effectiveness and Inclusive Excellence Committee, Academic Senate, Classified Senate, Associated Student Government, Program Review, and/or other appropriate committees/constituent groups.

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

   - College of the Canyons established an important college-wide steering committee to examine, discuss, and address student outcomes data, institutional policies and procedures that affect student success, and activities underway or proposed to address student success findings. In keeping with the system-wide emphasis on institutional effectiveness along with the national discussion of inclusive excellence related to student success and student equity initiatives, this committee is named the "Institutional Effectiveness and Inclusive Excellence" steering committee, or, as it is affectionately known on campus, (IE)2 for short. This committee has been and will be essential to the ongoing institutionalization of student equity, basic skills and Student Success and Support Program (3SP) efforts now coordinated through the Student Equity and Achievement Program. This college-wide committee also provides a forum for cross-plan coordination between the variety of plans and projects addressing student success, including the Basic Skills Initiatives, 3SP, Title V grant-funded student success activities, AB86, Strong Workforce (Doing What

Matters), categorical programs, Institution-Set Standards, and locally established goals aligned with the Vision for Success goals. Under the learning and effectiveness paradigm, which focuses on inclusion, integration, and engagement, the (IE)2 committee provides a space to discuss overlapping student success projects, multiple funding streams, and timelines and requirements associated with student success plans. Perhaps most importantly, it fosters institutional examination of disaggregated student success data and prompt discussion to address the findings.

- This committee uses the Association of American Colleges and Universities' (AAC&U) "Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning". Questions from this guide foster dialogue on areas where the institution needs to focus its efforts for improving student success and closing equity gaps. The committee has also used the Loss Momentum Framework to identify areas where improvement is needed on a student's path to completion. This committee will develop a three-year strategic plan to support the Committee's "Canyons Completes" initiative, which is focused on the two Loss Momentum Framework stages that were identified as needing focused attention. Specifically, the committee is developing activities aimed at improving front-end (Connection/Entry) programs and services to get students on a path as well as efforts designed to impact progress indicators that ensure students stay on a path and are meeting milestones with intentional efforts aimed at closing gaps where disproportionate impact exists. The (IE)2 committee has a Design team that plans each working session of the meetings, as well as ensures the work is in line with the goals of the college, guided pathways, and each initiative implemented on our campus, using equity as the foundation for all of our work.

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:

- The Executive Summary is available on the [(IE)²](#) and the [SEA Plan](#) pages of the College of the Canyons website.

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: Dr. Daylene Meuschke_____

        Title: Associate Vice President, Institutional Research, Planning, and Institutional Effectiveness

        Email Address: Daylene.Meuschke@canyons.edu_____

        Phone: (661)362-5329_____

    - Alternate Point of Contact:
        Name: Dr. Jasmine Ruys_____

        Title: Associate Vice President, Enrollment Services_____

        Email Address: Jasmine.Ruys@canyons.edu_____

        Phone: (661)362-3466_____

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Approval and Signature Page

College: College of the Canyons   District: Santa Clarita Community College District

Board of Trustees Approval Date: TBD

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.

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Ms. Sharlene Coleal   Date   Email Address
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