SOUTHWESTERN COLLEGE

2014–2017

STUDENT EQUITY PLAN

Adopted by SCCD Governing Board
December 17, 2014

Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910-7299
EXECUTIVE SUMMARY

THE COLLEGE

Southwestern Community College District (SCCD) is a two-year educational institution which consists of one college and three comprehensive educational centers, commonly referred to as Southwestern College (SWC). The College is the only institution of higher education located in the southern portion of San Diego County. Its location -- nestled between the City of San Diego and the U.S.-Mexico international border on a 156-acre plot -- positions it to play an important role in the intellectual growth of the more than 400,000 residents. Serving approximately 20,000 students every semester, Southwestern College offers more than 320 associate degree and certificate options.

THE BACKGROUND TO THE STUDENT SUCCESS AND EQUITY INITIATIVE

In January 2011, the Chancellor’s Office convened the Student Success Task Force (SSTF) composed of key stakeholders in the California Community Colleges to identify best practices in community colleges focused on student success and completion. The SSTF developed 22 recommendations with eight focus areas targeted at increasing college and career readiness, strengthening support for entering students, aligning course offerings to meet student needs, improving education of basic skills students, revitalizing/re-envisioning professional development, increasing the coordination among colleges and aligning resources with student success recommendations. Consequently, Senate Bill 1456 (Seymour-Campbell Student Success Act of 2012) put many of the SSTF recommendations into legislation, and several recommendations were implemented through regulatory changes issued by the Board of Governors. In essence, the Student Success Act of 2012 provided the foundation to implement several of the SSTF recommendations. More specifically, it set goals to increase the number of students who earn a degree, certificate, career advancement, or transfer to a four-year institution; restructured delivery of student support services to intentionally engage students at the beginning of their educational experience; and directed funding to core services of orientation, assessment, counseling/advising to assist students with targeted educational planning. These efforts became known as the Student Success Initiative designed to not only increase student access to higher education but also increase student success and completion. Embedded in this initiative (and Student Success Act) is the development of a Student Equity Plan that requires colleges to consistently analyze data to identify achievement gaps and develop targeted interventions designed to close student achievement among underrepresented groups thus ensuring access, success and equity for all students (Education Code 78216 (c)(7).

SUMMARY OF PLAN

This Student Equity Plan was developed in accordance with the requirements of the Chancellor’s Office (California Education Code 78216, Title 5 section 54220), and the college
Policy and Procedure 5300: Student Equity.
The Southwestern College Student Equity Plan identifies 1) target populations, 2) campus-based research for each student success indicators, 3) goals, activities and expected outcomes, 4) resources budgeted, 5) evaluation schedule, and 6) contact person.

**Target Populations:**

Members of the student populations covered by the Student Equity Plan include African American, American Indian/Alaskan Natives, Asian, Filipino, Hispanic, Pacific Islander, men, women, students with disabilities, and economically disadvantaged students. Due to the lack of reliability of available data on Veterans and Foster Youth locally and at the Chancellor’s Office, additional research will be conducted in Spring 2015.

The campus-based research indicates that in 2012-13:
1. African Americans comprised 3.8% of the college district service area population and 5.9% of the college student enrollment.
2. American Indian/Alaskan Natives comprised .30% of the college district service area population and 1.3% of the college student enrollment.
3. Asian/Pacific Islanders comprised 13.2% of the college district service area population and 13.8% of the college student enrollment.
4. Hispanics comprised 62.2% of the college district service area population and 51.2% of the college student enrollment.
5. Whites comprised 18% of the college district service area population and 25% of the college student enrollment.
6. Females comprised 50.6% of the college district service area population and 54.1% of the college student enrollment.
7. Males comprised 49.5% of the college district service area population and 45.5% of the college student enrollment.
8. The College is successfully reaching and serving a large number of students identified as economically disadvantaged (62.6% compared to the service area rate of 15.3%).
9. The College serves significantly fewer older students (35 and older) compared to their representation in our service area and surrounding communities.
10. Approximately 6.1% of students at the College receive DSS services compared to 10.3% of the service area population who report having a disability. It is important to note that the number of students served by the Disability Support Services has increased by over 71% over a 10 year period (794 students in Fall 2003 compared to 1361 in Fall 2013), and the program continues to rank among the largest DSS programs in the community college system (CCCO, MIS DataMart).

**Goals, Activities (Interventions) and Expected Outcomes:**

The process the committee used to identify the goals, activities (interventions), and outcomes was a multi-phased approach that began with a thorough review of the data to identify specific gaps in student performance across various success indicators. This process resulted in an
understanding that although significant achievement gaps existed in certain student success outcomes when disaggregated by ethnicity, age, gender, socio economic status, and disability, overall low completion rates existed across all student success factors. These included an average student course completion rate of 62.4%; ESL completion rate of 20.4%, degree and certificate completion of 43.5%; and transfer of 28.5%. It is noted that the data available for the calculation of ESL course completion is inaccurate and will be recalculated with recent system coding corrections. Given these results, the committee discussed current interventions the college is pursuing to address these completion rates, and engaged in conversations regarding national best practices in community colleges designed to close student achievement gaps (i.e., Promising Practices for Community College Student Success, Center for Community College Student Engagement). Additionally, recent dialogue at the Governing Board’s Student Success Summit helped inform the committee’s discussion on best practices. Although the following provides a detailed listing of all goals, activities (interventions) and expected outcomes, interventions are centered on building research capacity, imbedding tutoring in basic skills and gatekeeper courses, providing faculty and staff with professional development opportunities regarding student retention and success with a focus on basic skills and enhancing cultural competence, creating an institutional culture focused on university transfer (for those students interested in transfer), and enhancing the college’s image in the community through a focused marketing/outreach campaign (Southeastern College is a first choice educational institution). These interventions are in essence “big bets (interventions)” geared toward affecting systemic institutional change aimed at raising the achievement and completion rates for all students, while specifically increasing the achievement of the targeted student populations.

The College District has identified a goal for each of the five success indicators. Activities that support the implementation of the goals are also included. The first goal that addresses access is: **increase student enrollment with respect to Hispanic students, and older students.**

Activities to implement this goal are:

- Survey targeted populations in the community that indicate low enrollments to determine their educational needs and aspirations and their image of SWC.

- Analyze data to identify specific outreach/marketing/recruitment strategies to increase enrollment for targeted population groups.

- Enhance outreach/ marketing/recruitment activities to increase enrollments for targeted populations (i.e., relationship with local high school district, college image in the community, user-friendliness of college website, translation of written material).

The expected outcomes for these activities are:

- Data will assist in determining access barriers for targeted student populations.
• Data will determine specific strategies needed for targeted population groups.

• Outreach/Marketing Plan outlining targeted outreach, marketing, and recruitment activities for increased enrollment of targeted student populations.

The second goal that addresses course completion is: **increase the successful course completion rates for students enrolled in basic skills courses, in particular for African American students and younger students (18-24 years).**

Activities to implement this goal are:

• Implement imbedded tutoring in ESL and basic skills courses (Remedial English and Remedial Math), and gatekeeper courses (English, math, science, social science).

• Implement a professional development program focused on strategies for increasing student success in ESL and basic skills programs.

• Implement a professional development program focused on increasing staff and faculty’s level of cultural competency.

• Continue to explore the implementation of accelerated academic pathways for Basic Skills.

The expected outcome for these activities is:

• Demonstrated increase in the successful course completion rates for all students, and in particular for African American students enrolled in basic skills courses and students ages 18-24.

The third goal that addresses ESL and basic skills completion is: **increase student completion rate in ESL and Basic Skills (Remedial English and Remedial Math) courses, specifically for male students and African American students.**

Activities to implement this goal are:

• Implement imbedded tutoring in ESL and basic skills courses (Remedial English and Remedial Math) courses.

• Implement a professional development program focused on strategies for increasing student success in ESL and basic skills programs.

• Continue to explore the implementation of accelerated academic pathways for Basic Skills courses (Basic Skills English and Math).
- Increase the number of boot camps targeting the above listed groups of students (math, reading, and English).

The expected outcomes for these activities are:

- An increase in the rate of student completion of ESL and basic skills (Remedial English and Remedial Math) courses specifically male students and African American students.

- An increase in the number of recent high school students who place into higher levels of Math and English.

The fourth goal that addresses degree and certificate completion is: **increase the number of students who complete 30 units and degrees/certificates, specifically for older students (25-49 years).**

Activities to implement this goal are:

- Implement imbedded tutoring in ESL and basic skills courses (Remedial English and Remedial Math), and gatekeeper courses (English, math, science, social science).

- Develop a system for the timely evaluation of external transcripts (utilizing Colleague system).

- Program degree audit system to automatically notify students of progress towards degree or certificate and/or are eligible for a degree or certificate.

The expected outcomes for these activities are:

- Demonstrated increase in the number of students who complete 30 units and degrees/certificates, specifically for older students.

- Increase the number of students who utilize the electronic student education planning system (by obtaining accurate overview of completed coursework – internal and external.

- Increase the number of students who apply for degrees and certificates.

The fifth and final goal that addresses transfer is: **increase the number of students who transfer to four-year universities, specifically Hispanic students.**
Activities to implement the goal are:

- Implement imbedded tutoring in ESL and basic skills courses (Remedial English and Remedial Math), and gatekeeper courses (English, math, science, social science).

- Develop an internal/external campaign to promote “transfer university” and benefits of obtaining a degree in partnership with instructional and non-instructional faculty and staff.

The expected outcomes for these activities are:

- Demonstrated increase in the number of students who transition to college level courses and complete university transfer requirements.

- An increase in the number of students who transfer to four-year universities, specifically Hispanic students.

**Sources of Funding:**

Developing synergy among the college institutional plans and existing planning processes has been at the forefront of our planning efforts. In order to facilitate college wide collaboration and, in turn, improve the educational outcomes for all students, the blending and braiding of funds has been used to leverage resources towards advancing systemic change centered on student equity and success for all students. In a separate section (pg. 39), a chart is provided that outlines how the various college initiatives, major interventions, and funding are aligned to maximize student success and equity. In brief, these student success initiatives and relevant funding include the following:

- **Student Equity Plan** with an allocation of $930,000 in 2014-2015: Focus on providing enhanced research capacity focused on student success factors, imbedded tutoring in basic skills/gatekeeper courses, professional development focused on basic skills/cultural competency, and targeted student support upon entrance and transfer (evaluation, assessment preparation, college-wide transfer university campaign).

- **Student Success and Support Program (SSSP)** with an allocation of $2.2 million in 2014-2015: Focus on providing core student support services in orientation, assessment, and counseling/education planning. Intentional support will be provided to Foster Youth and Veterans.

- **Basic Skills Initiative (BSI)** with an allocation of $254,525 in 2014-2015: Focus on providing supplemental instruction and tutoring, counseling, and curriculum planning and development.
- Title V Grant **Puertas al Futuro** (Doorways to the Future) with a five-year allocation of $2.4 million. Focus on increasing completion rates for Latinos and language learners. Interventions include a First Year Experience program, piloting a new approach to teaching mathematics (Quantway), providing specialized tutoring in English/writing, English as a Second Language, math and reading, creating College Success Teams, and expanding on outreach efforts to parents.

Additional financial support focused on achieving student equity includes categorical/restricted funding provided through Board Financial Assistance Program (BFAP), Extended Opportunities Programs and Services, Cooperative Agencies Resources for Education (CARE), Disability Support Services, Associated Student Organization, Health Services, and CalWORKS. Lastly, the College district provides funding from its general fund to support several services/programs focused on student success that include but are not limited to, Financial Aid/Scholarship programs, tutoring, library resources, study abroad programs, Academic Success Center, MESA Program, and learning communities.

**PLANNING PROCESS AND CONTACT PERSON:**

In late Spring 2014, the Student Success Committee, a representative committee, that is co-chaired by the Vice President for Student Affairs and the President-Elect of the Academic Senate established two additional subcommittees – the SSSP Subcommittee and the Student Equity Planning Subcommittee (SEPS). The SEPS is a representative subcommittee that is co-chaired by the Vice President for Student Affairs, and a faculty member (Professor of Reading) approved by the President of the Academic Senate. The committee membership includes faculty, staff, administrators and students as noted on page 4. They represent the key areas being addressed in the Student Equity Plan – Math, English, ESL, Counseling, Library, Tutoring, DSS, EOPS, Admissions, Finance, Research, Institutional Technology and staff development.

The subcommittee began meeting regularly in the summer of 2014 through the Fall semester where members engaged in meaningful and thoughtful dialogue focused on identifying achievement gaps by reviewing the data, reviewing current practices/interventions at the college, and identifying research based interventions designed to increase student success and equity for all targeted populations outlined in this plan. As part of the process, the co-chairs of the subcommittee provided regular updates to the various collegial consultation committees that included the Student Success Committee (parent committee), Shared Consultation Council, Academic Senate, Chairs Council, Deans Council, Student Services Council, and the Associated Student Organization. The draft report was shared with the various college constituencies for input, it was formally endorsed by the Academic Senate and the Shared Consultation Council, and the final report was presented to the Governing Board for adoption at its December 17, 2014 meeting. The Vice President for Student Affairs and the Vice President for Academic Affairs, in collaboration with the Academic Senate, have administrative responsibility for the implementation of the Student Equity Plan.