Equity Executive Summary

Student equity and success are central to Taft College's mission:

- Vision
  - Taft College instills a passion for learning, leading to success for all.
- Mission
  - Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment, defined by applied knowledge leading to students' achievement of their educational goals.
- Values Include
  - Innovation, diversity, creativity, and critical thinking
  - An environment conducive to learning, fairness, dialogue, and continuous improvement.

Ongoing dialogue and integrated planning reduce the achievement gap. Personnel, collaborating with students, explore effective and promising practices and provide support services to marginalized students. Widespread dialogue and scalable activities focus on removing barriers for students. These conversations and interventions are student-centered, contributing to the developing culture of Taft College as a student-centered, student-ready institution.

In developing the Integrated Plan for Student Success and Support Program (SSSP), Student Equity (SE), and Basic Skills (BSI), the college chose to prioritize Equity using an "Equity First" approach with a Student-Ready Mindset. College student-ready is a mindset that treats all individual student failure as an indicator of college responsibility to change, and for the college to better create the conditions for success, whether in anticipation, preparation or execution. The mantra is that "every student can succeed." The college takes on the responsibility to act with urgency to address current issues, to learn from student failure, and to systematically create the conditions for each student to succeed.

Therefore, all goals are integrated, driving equity-mindedness as the college engages in data mining and data inquiry addressing achievement gaps. The Integrated Plan framework is driven by the college's mission and vision and is aligned with the college Strategic Action Plan. Taft College intends to use SSSP, SE and BSI to expand existing programs, reduce duplication, expand resources, and support new opportunities for students while strengthening integration efforts across programs.

One of the goals of the Integrated Plan is to close the achievement gap for disproportionately impacted groups by 10% (5% each year of the plan). An evaluation process will be implemented, applying defined metrics to the achievement of the goals. The data, assessment, metrics, and overall evaluation will be discussed and reviewed in the Student Success Committee on an annual basis. Specific equity activities are listed under each goal aligned with the budgeted funds for those activities. The identified targeted groups will remain aligned with the State Chancellor's identified groups for each goal:

- Current or former foster youth
- Students with disabilities
- Low-income students

- Veterans
- Students in the following racial categories:
  - American Indian or Alaska Native
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or other Pacific Islander
  - White
  - Some other race
  - More than one race

2017-2019 Student Equity Goals

Goals and Activities	Guided Pathway	Budgeted Funds
Goal 1: *Increase successful course completion rate by 5%*		
1.1 Provide targeted follow-up services for at-risk groups.	Stay on the Path	$134,822
1.2 Provide extended orientations for the Veteran student cohort.	Clarify	$500
1.3 Outreach to recruit new students that are underrepresented at the college.	Clarify	$5,500
1.4 Provide other learning options for students to support student equity (distance education, dual enrollment, concurrent enrollment, evening courses).	Ensure Learning	$11,048
1.5 Implement peer mentoring services for DI groups and meaningful follow-up.	Enter and Stay on the Path	$80,000
1.6 Identify interventions to assist students through the probationary disqualification process.	Stay on the Path	SSSP and Equity Budget
1.7 Leverage and incorporate technology with data on demand systems.	Enter and Stay on the Path	$20,000
Goal 2: *Increase transfer course level completion by 5%*		
2.1 Provide targeted transfer messaging.	Stay on the Path	SSSP

2.2 Develop transfer themes within the semester:
    -workshops
    -transfer application campaigns
    -schedule transfer representatives on campus
    -transfer application workshops
	Stay on the Path and Ensure Learning	$1,500

Goal 3: *Increase by 3% the number of students who enroll in a below college level course and subsequently complete a college level course in the same subject within 1 or 2 years*		
3.1 Utilize the HOPE scale to incorporate follow-up with students who may be at-risk.	Enter and Stay on the Path	Assessment and SSSP Budget
3.2 Scale Supplemental Instruction with student workers and provide on-going training. Embed tutoring and tutor training.	Ensure Learning	$10,828

3.3 Provide peer mentoring with the basic skills cohort with intrusive follow-up.	Enter and Stay on the Path	$75,417
Goal 4: *Increase degree/certificate, CTE and transfer completion by 5%*		
4.1 Provide follow-up services especially to students identified as at-risk.	Stay on the Path	$24,000
4.2 Incorporate AVID strategies in and out of the classroom.	Ensure Learning	$38,000
4.3 Provide a Student Resource Center for students to minimize hunger.	Stay on the Path	(part of the Peer Mentor Budget)
4.4 Provide Mental Health and Wellness Counseling services.	Stay on the Path and Ensure Learning	$20,000
4.5 Provide academic program specific workshops.	Clarity, enter and stay on the Path	SSSP, BSI and Equity
Goal 5: *Close the achievement gap by 10%*		
5.1 Provide the Student Resource Center for students in need by providing food resources in a form of a food pantry.	Stay on the Path	(Budgeted with Student Equity Workers and Foundation Funds)
5.2 Provide Mental Health and Wellness Counseling to identified students through a college referral process.	Stay on the Path and Ensure Learning	$2,000
5.3 Incorporate the AVID for Higher Education strategies in targeted courses (first year experience course).	Ensure Learning	Budgeted in previous activity
5.4 Provide direct support to the Veteran Student Population by a Veterans Resource Center with student club participation, Veteran student workers to assist and designated faculty/staff to assist students.	Enter and Stay on the Path	$13,320
5.5 Provide professional development focusing on minimizing the achievement gap for marginalized groups in and outside the classroom.	Clarify, Enter, Stay and Ensure Learning	$10,000

Review of past Equity 2014/2015, 2015/2016 and 2016/2017 expenditures within the different categories are below:

Fiscal Year	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Development & Adaptation	Professional Development	Instructional Support	Direct Student Support
2014/2015	$15,000		$55,509	$34,562		$50,957		$44,754
2015/2016	$142,833		$120,565	$89,653		$34,276		$195,979
2016/2017	$20,000	$39,146	$17,000	$120,994		$21,510	$86,723	$248,862

Since 2014, Taft College has provided increased professional development on equity, gathered and applied meaningful data on DI populations, and provided DI students with tangible resources and targeted services. Major achievements from 2014 to 2017 include:

- Professional Development/Training:
  - Kimberly Papillion workshop, "Implicit Bias, Decision-Making and Equity in Education"
  - Cultural Assessment of faculty engagement of equity issues
  - Francis Flynn, Stanford "Communication Equity"
  - Garden Pathways: Mentoring Workshop incorporating trauma informed approach
- Data
  - Development of DI data table
  - Established data coaches (Cognos Club)
- Student Resources
  - Student Resource Center (Food Pantry with Clothing needs)
  - Lactation Room
  - Veterans Resource Center
  - Library resources for incarcerated students
  - Expanded library collection for basic skill courses
  - Student social media app (TC Connect)
- Student Support
  - Wellness Counseling
  - Student Equity workers, mentors, and success coaches

Analysis of prior year goals:

Goals	Activities	Status
Access: Improve access by 1%	"Equity First" integration "Equity First AB86 integration Communication strategy Persistence Support	☐Yes ☒ In progress ☐Not Completed

Course Completion: Improve course completion success rate by 1%	Peer mentors Success Coaches, Completion Coaches Success Plus	☐Yes ☒ In progress ☐Not Completed
ESL and Basic Skills Sequence Completion	"Equity First" AB86 integration Student mentors Success Coaches, Completion Coaches	☐Yes ☒ In progress ☐Not Completed
Degree/Certificate Completion: Improve program completion success rates by 5%.	Success Coaches, Completion Coaches Enrollment management	☐Yes ☒ In progress ☐Not Completed
Transfer	Success Coaches, Completion Coaches Enrollment management	☐Yes ☒ In progress ☐Not Completed

Activities used to achieve previous goals:

1. "Equity First" SSSP integration – prioritize SSSP services for Equity students
2. "Equity First" AB86 plan integration – customize Ab86 services to meet Equity student needs
3. Communication Strategy – targeted online communication and community organizing
4. Persistence Support – assigned student peers with special training in persistence support
5. Peer Mentors – student peers with special training in creating a general support relationship
6. Success Coaches – student peer with support training in writing, library use, etc.
7. Completion Coaches – student peers with specialized training in degree completion
8. Success Plus – a system for referral of services and support
9. Enrollment Management – optimizing program design and delivery

Student Equity Trend Data:

Access

- The first generation student population increased by 45% from Fall 2015 to Fall 2016.
- Access increased for incarcerated students from Fall 2015 to Fall 2016.
- American Indian student populations increased by 54.5%, from 33 in Fall 2014 to 51 in Fall 2016.
- Enrollment for both Hispanic and African males increased from Fall 2015 to Fall 2016;
  - Hispanic Males: 17%
  - African American Males: 13%

Successful Course Completion

- Transfer course completion success rate for African American students increased by 35.5% from 47.6% in Fall 2014 to 64.4% in Fall 2016.
- Native Islander/Pacific Islander students increase by 12% from 62.5% in Fall 2014 to 70% in Fall 2016.

- The transfer course success rates of American Indian/Alaskan Native students decreased by 8.1% from 71.2% in Fall 2014 to 65.4% in Fall 2016.
- The credit course completion success rates of Native Hawaiian/Pacific Islander students increased by 3.3%, from 66% in Fall 2014 to 68.2% in Fall 2016.
- Basic skills course success rates of DSP&S students in increased by 29%, from 36.2% in Fall 2014 to 46.7% in Fall 2016.
- Basic sills course success rates of EOP&S students increased by 4.1%, from 58.8% in Fall 2014 to 61.2% in Fall 2016.
- Basic skills course success rate of First Generation students decreased by 25.7%, from 75.5% in Fall 2014 to 56.1% in Fall 2016.

ESL and Basic Skills Sequence Completion

- English basic skills sequence completion rate of Hispanic students increased by 3.2%, from 46.4% in 2015 (2008-2009 cohort) to 47.9% in 2017 (2010-2011 cohort).

Degree and Certificate Completion

- Completion rates of Hispanic students increased by 31.3%, from 30% in 2015 (2008-2009 cohort) to 39.4% in 2017 (2010-2011 cohort).
- Completion rates of male students increased by 24%, from 31.7% in 2015 (2008-2009 cohort) to 39.3% in 2017 (2010-2011 cohort).
- Completion rated of DSP&S students increased by 77.3%, from 27.3% in 2015 (2008-2009 cohort) to 48.4% in 2017 (2010-2011 cohort).

Transfer

- Transfer rates of low-income students increased by 20.7% from 32.4% in 2015 (2008-2009 cohort) to 39.1% in 2017 (2010-2011 cohort).