

Attachment B: Student Equity Summary Report

STUDENT EQUITY SUMMARY REPORT

As mandated of Section 10 of the 2017-19 Integrated Plan, Diablo Valley College addresses these mandates of the Student Equity Summary Report divided into four sections.

Section 1: Summary of Equity Targeted Groups, Goals and Activities

Section 2: Disproportionate Impact Analysis

Section 3. Assessment of the Student Equity Plan Progress

Section 4: Summary of 2014-15, 2015-16, and 2016-17 Student Equity Expenditures

Section 1: Summary of Equity Targeted Groups, Goals, and Activities

When addressing achievement gaps, there is the tendency to locate the problem within the students, their families and communities. This *cultural deficit model* attributes students' lack of educational success to characteristics often rooted in their cultures and communities. DVC's 2014-15 and 2015-16 Student Equity Plans were predicated and viewed the evidence of underachievement as indicative of institutional barriers to student success, which require institutional plans to create equitable conditions to increase student success.

Put holistically, DVC's commitment to student success means that DVC has an institutional responsibility to recognize barriers to student success and to intentionally develop programs and practices to provide all students with an equal opportunity to succeed. In doing so, it is understood that DVC retains its commitment to excellence in all of its programs and services.

Excellence and equity are mutually supportable goals. As educators and service providers, diversity and differences in students are recognized as valuable resources, and not an obstacle to learning. The understanding of excellence requires diverse student populations' contributions to be embraced as full participants in the construction of knowledge and critical thought.

The overall directive of this SEP is to provide a specific focus on efforts to improve student success in an equitable manner, that is, to advance inclusive excellence. To do this, the plan proposes targeted recommendations as well as a three-year process of equity-focused program evaluation, adjustments, and scalability.

For details of the DVC Integrated Plan and Student Equity Goals and Activities, see Integrated Plan Summary of Budget Activities (Attachment B).

Section 2: Disproportionate Impact Analysis

A Disproportionate Impact Analysis on the KPI's for Student Equity was employed to identify the (3) targeted groups for 2017-18 in Section 1 (Summary of Equity Targeted Groups x Goals x Activities) of this document. In some cases, we identified additional targeted groups- especially

when the group(s) represented historically marginalized/disproportionally impacted groups. When appropriate, we also identified and discussed changes to how KPI metrics. In some cases, the changes to the metric requires a re-assessment of the baseline/comparison data from this 2017 Integrated Plan, forward.

Lastly, we also included a Disproportionate Impact Analysis of additional indicators Orientation, Assessment, Education Plan and CTE Completion to provide a more inclusive analysis of the cross-walk KPI's for 3SP, DevEd, and Student Equity. These additional KPI's will be regularly assessed and evaluated as part of the work for the Integrated Plan team.

A summary table of the data sources used for the Disproportionate Impact Analysis of indicators was also provided.

Section 3. Assessment of the progress made in achieving the identified goals from prior year plans

DVC has addressed Section 3 by discussing the progress of our 2014-15 SEP activities. Since there was very little research/data on efficacy for most activities identified in the 2014-15 plan, in consultation with our district leaders and research (4CD)- it was determined in September 2017- that a summary of progress/completion of 2014-15 activities was the best way to approach this question. This summary table in Section 3 is the same table found for Question 1A of the 2017 Integrated Plan.

Lastly, we discussed the possibility of reporting the 2014-15 SEP activities in relationship to overall changes to the Student Equity KPI's from 2014-15 to present. However, this analysis was determined to be inappropriate because of the uncertainty of whether it was a targeted activity(s) that caused the change in the Student Equity KPI or some other unknown/random factor(s)

Section 4: Summary of 2014-15, 2015-16, and 2016-17 Student Equity Expenditures

DVC was awarded Student Equity allocations for the following academic years:

2014-15	\$736,871
2015-16	\$1,473,850
2016-17	\$1,473,850
2017-18	\$1,473,850

Funding for each of the academic years was specifically to support programs and develop interventions targeted at increasing equitable outcomes. Given the parameters of the student equity funding, resources were and will be earmarked specifically towards activities that address Integrated Plan Priority Goals and Activities.

Below is a brief budget narrative for the 2014-15, 2015-16 and 2016-17 fiscal years.

- Spend down for carry over from fiscal year 2014-15 and 2015-16 allowed and permitted by the State Chancellor's Office to the following fiscal year. Carry over for each fiscal year was completely expended by deadline date.
- For 2014-15 allocation, a carryover resulted due to timeliness of allocation. Moreover, the unexpected 50% increase from fiscal year 2014-15 and 2015-16 of resources contributed to a large funding carryover. In 2014-15, the approval of plans was not completed until mid-year which prevented timely implementation of strategies, interventions and the hiring of personnel.
- In fiscal year 2015-16, a "one-time" allocation augmentation notice was received from the State Chancellor's Office in May 2016. Augmented allocation in the amount of \$85,500 was received, specifically identified for the use of technology. Carry over for each fiscal year was completely expended by December 2016 deadline date.
- Despite a 63% increase in expenditure from 2014-15 to 2016-17, the 50% increase in total allocation and 2015-16 one-time augmentation, resulted in \$661,140 carryover from 2016-17 into 2017-18. DVC is confident that each fiscal year will be completely expended by two-year allowed carryover period.

For details of the Student Equity Funding allocation, expenditures, and projections, see Attachment C, Section 4.

Section 1: Summary Report of Equity Targeted Groups x Goals x Activities

Disproportionately Impacted Groups x Indicator	Goals	Activities
Access Whites Veterans Males	Increase access for all targeted groups by 2% annually	See Section 3 of this document- G1& G5B
ESL African Americans Males Hispanic or Latino	Increase ESL Completion for all targeted groups by 2% annually	See Section 3 of this document - G3, G5A, & G5B
Basic Skills English African Americans Hawaiian/Pacific Islanders Current/Former Foster Youth	Increase Basic Skills English Completion for all targeted groups by 2% annually	See Section 3 of this document - G3, G5A & G5B
Basic Skills Math African Americans Undeclared Veterans	Increase Basic Skills Math Completion for all targeted groups by 2% annually	See Section 3 of this document - G2, G5A & G5B
Course Completion Hawaiian/Islanders African Americans Foster Youth	Increase Course Completion for all targeted groups by 2% annually	See Section 3 of this document - G2, G3, G4, G5A & G5B
Transfers, Degrees, Certificates African Americans American Indians Unknown gender	Increase Transfers, Degrees and Certificates for all targeted groups by 2% annually	See Section 3 of this document G4, G5A & G5B

Section 2: Disproportionate Impact Analysis

The following section reports the primary indicators for the DVC 2017 Integrated Plan (See Summary of Indicators).

A disproportionate impact analysis will be employed to determine the most impacted groups. Disproportionate impact occurs when “the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting” (Title 5 Section 55502(d)).

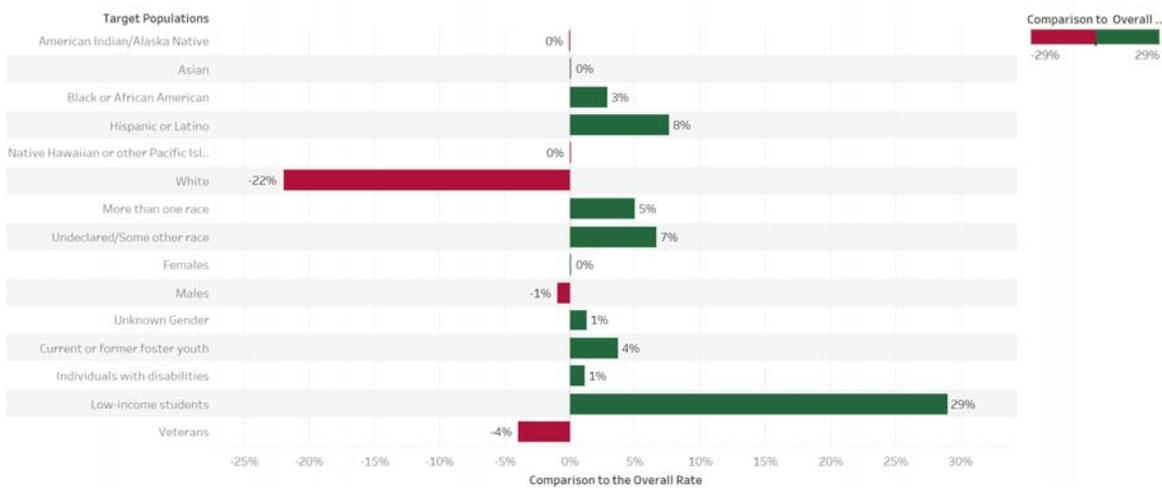
DVC Summary of Indicators

This matrix summarizes the success of all groups on all indicators. The columns show the indicators: Access through Completion: Degrees, Certificates and Transfers. The target populations, 16 in all, are listed in the rows. The percentages in each cell are the result of comparing the rate of each group to the overall average rate for all groups: red percentages are lower than the overall average rate, while green percentages exceed the average. Some groups tend to include very small numbers of students (e.g., American Indian, Native Hawaiian, Undeclared/Unknown) and so will show big swings in resulting percentages.

Target Populations	Access	Assessment	Orientation	Educational Plan	Probation Progress	Remedial Progress: ESL	Remedial Progress: English	Remedial Progress: Math	Transfer Level Math Achievement	Successful Course Completion	CTE Completion	Completion: Degrees, Certificates and Transfer
American Indian/Alaska Native	0%	-14%	-15%	-8%	-15%		-10%	1%	-11%	-1%	-26%	-12%
Asian	0%	-5%	-4%	-4%	-5%	1%	5%	6%	23%	2%	4%	12%
Black or African American	3%	2%	0%	-3%	3%	-18%	-15%	-20%	-18%	-15%	-11%	-18%
Filipino		3%	4%	4%	-2%	-1%	-7%	2%	-2%		11%	-6%
Hispanic or Latino	8%	-1%	-1%	-2%	-3%	-3%	-5%	2%	-13%	-5%	-1%	-7%
Native Hawaiian or other Pacific Isla..	0%	11%	3%	10%	3%		-14%	1%	-28%	-16%	-45%	9%
White	-22%	-4%	-3%	-4%	0%	0%	6%	5%	-2%	3%	-3%	2%
More than one race	5%	-1%	3%	-2%	4%	2%	-5%	-7%	-5%	-2%	-6%	1%
Undeclared/Some other race	7%	10%	9%	15%	5%	4%	8%	-13%	38%	10%	18%	12%
Females	0%	-1%	-1%	-2%	1%	3%	-1%	-6%	-3%	2%	-2%	0%
Males	-1%	2%	1%	1%	-1%	-5%	1%	6%	2%	-1%	1%	0%
Unknown Gender	1%	-25%	-8%	-7%	-9%	-18%	4%	2%	-13%	-8%	-6%	-12%
Current or former foster youth	4%	1%	7%	5%	-7%	-18%	-8%	-7%	-16%	-15%	20%	-10%
Individuals with disabilities	1%	7%	8%	13%	-3%	2%	-3%	5%	-22%	-1%	13%	-5%
Low-income students	29%	1%	2%	1%	1%	6%	0%	1%	-9%	-2%	6%	-1%
Veterans	-4%	11%	10%	10%	6%		-3%	-8%	-7%	-1%	7%	1%



DVC Access



Access Definition: Compares the percentage of each group that is enrolled (2015-2016) to the percentage of each group in the adult population within the community.

Access: Three Greatest Disproportionately Impacted Groups

Whites -22%

Vets -4%

Males -1%

Disproportionate Impact Analysis: Comparison to 2014-15 Student Equity Plan

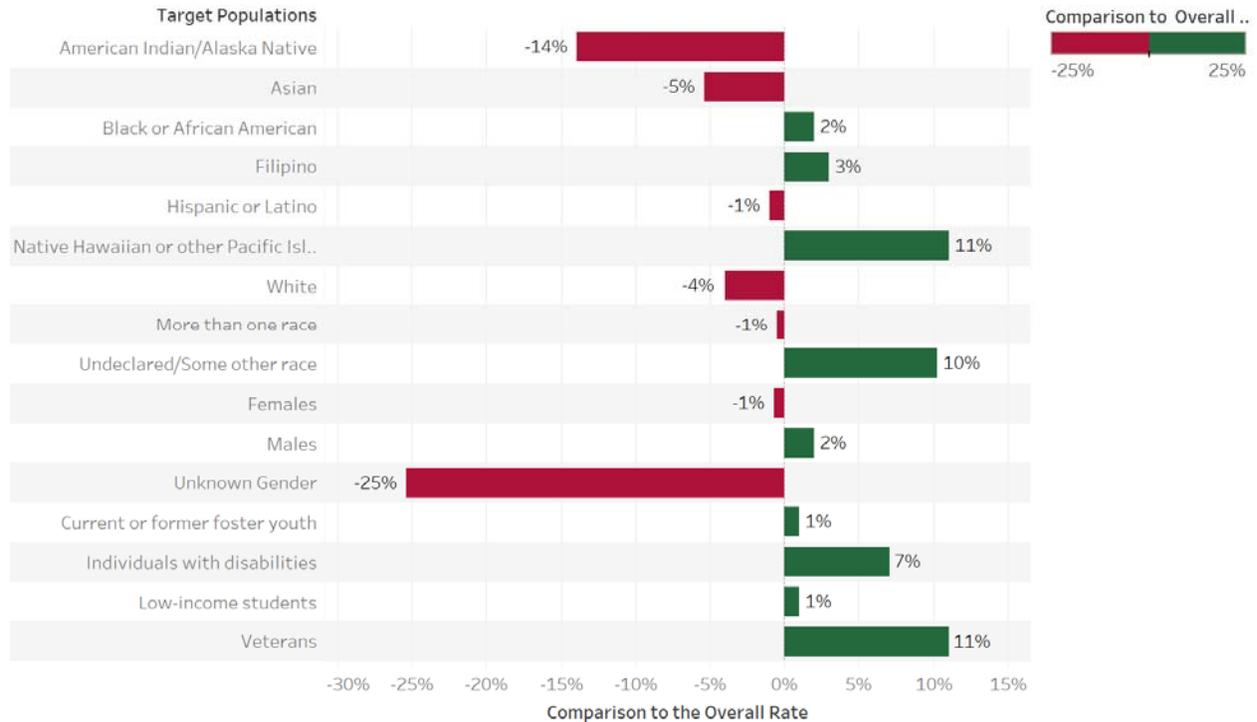
The three groups most impacted for the indicators of **Access** are Whites (-22%) followed by Veterans (-4%) and Males (-1%). Whites were also identified as the group impacted greatest by Access. One possible explanation for this trend may be the changing demographics in the local area. According to the 2016 US Census- the follow demographic trends have been observed in our service area:

. These trends include:

- Increased diversity with Latino/as and African-Americans as the two of the fastest growing demographics in the county
- Slight increase in the overall population
- Stable or slightly decreasing numbers in the overall 10-24 year old population with stable to mild growth in the number of high school graduates
- More significant growth in the older population
- Disparity in graduation and college-going rates among feeder high school districts
- Disparity in education levels in segments of the service area

Whites, Veterans and males where all identified as disproportionately impacted groups in Access. This trend continues fir these three groups in 2016-17. Although Hawaiian/Pacific Islanders and ESL Students were identified as disproportionately impacted for the outcome of Access for the 2015-15 SEP, this trend discontinued in 2016-17.

DVC Assessment



Assessment Definition: Assessment compares the percentage of each group receiving the service within one year to all FA 2016 first-time students by group. Services are: 1) orientation, 2) assessment, and 3) educational plan. *Percentages are also shown for students receiving all services.*

Assessment: Three Greatest Disproportionately Impacted Groups

Asians -5%

Women -1%

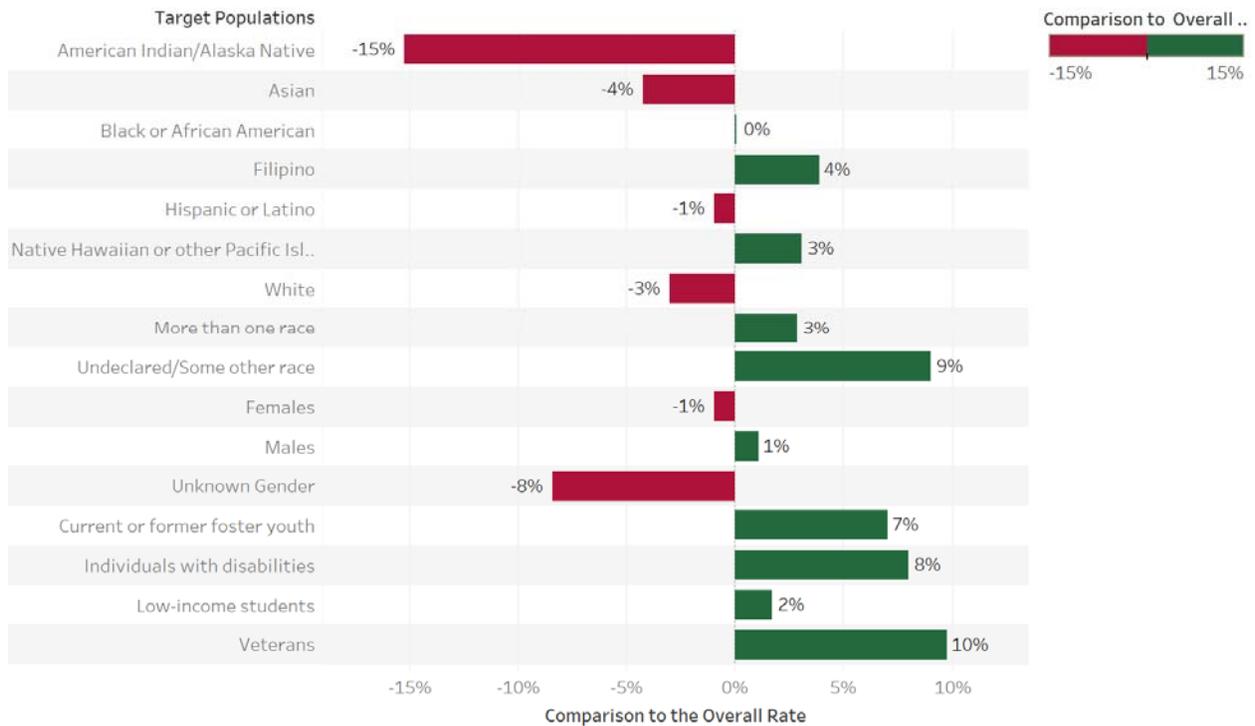
Hispanic or Latino -1%

Disproportionate Impact Analysis: Comparison to 2014-15 Student Equity Plan

This is a new outcome **Assessment** included as part of the Integrated Plan and would be an outcome included in 3SP Plan. The three groups most impacted for the indicators of Access are Asians (5%) followed by Women (-1%) , and Latinos (-1%). The Unknown Gender and American Indian/Alaskan native are small sample sizes. Furthermore, the indicator Unknown Gender is not a stable measure of LGBT students- so no analysis will be provided for these groups.

Assessment was not included in the analysis of the 2014-15 SEP. No comparison available with 2014-15 SEP.

DVC Orientation



Orientation Definition: Orientation compares the percentage of each group receiving the service within one year to all FA 2016 first-time students by group. Services are: 1) orientation, 2) assessment, 3) educational plan. *Percentages are also shown for students receiving all services.*

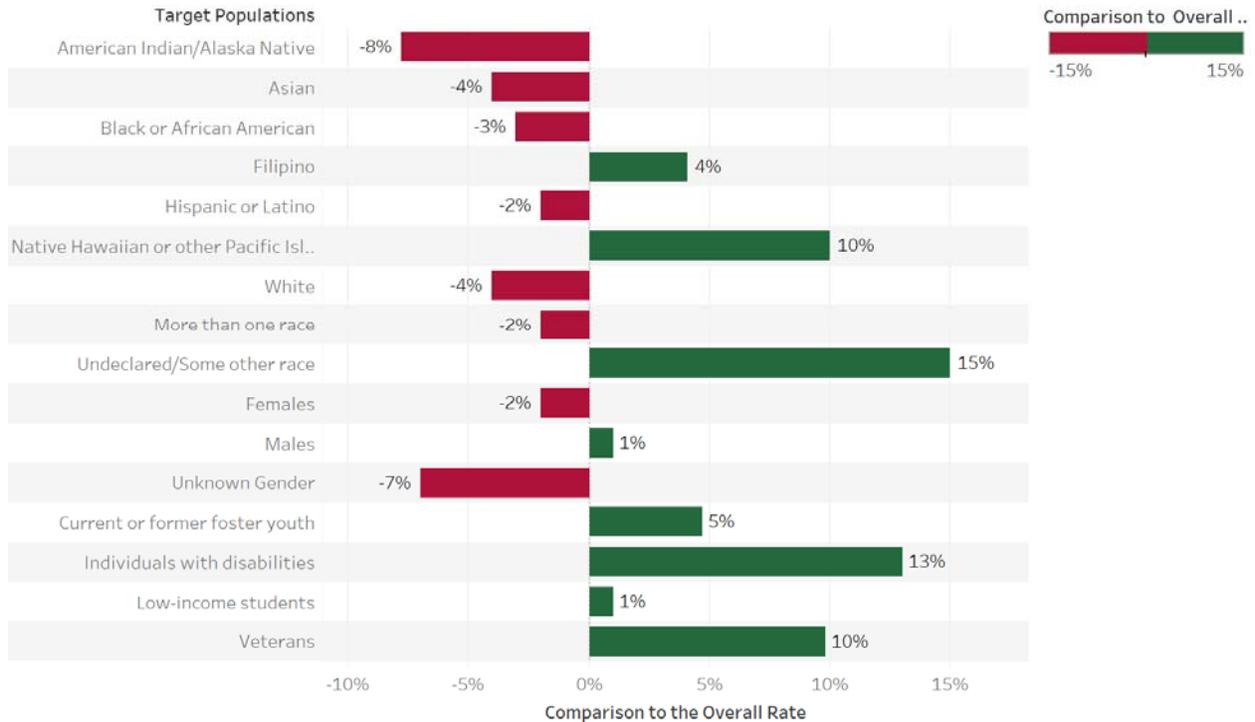
Orientation: Three Greatest Disproportionately Impacted Groups

- Asians -5%
- Women -1%
- Hispanic or Latino -1%

Disproportionate Impact Analysis: Comparison to 2014-15 Student Equity Plan

Orientation is a new outcome included as part of the Integrated Plan and would be an outcome included in 3SP Plan. The three groups most impacted for the indicators of Access are Asians (5%) followed by Women (-1%), and Latinos (-1%). The Unknown Gender and American Indian/Alaskan native contain small sample sizes. Furthermore, the indicator of Unknown Gender is not a stable measure of LGBT students- so no analysis will be provided for these groups. Assessment was not included in the analysis of the 2014-15 SEP. No comparison available with 2014-15 SEP.

DVC Educational Plan



Educational Plan Definition: Educational Plan compares the percentage of each group receiving the service within one year to all FA 2016 first-time students by group. Services are: 1) orientation, 2) assessment, 3) educational plan. *Percentages are also shown for students receiving all services.*

Educational Plan: Three Greatest Disproportionately Impacted Groups

- Asian -4%
- Black or African American -3%
- Hispanic or Latino -2%
- Women -2%

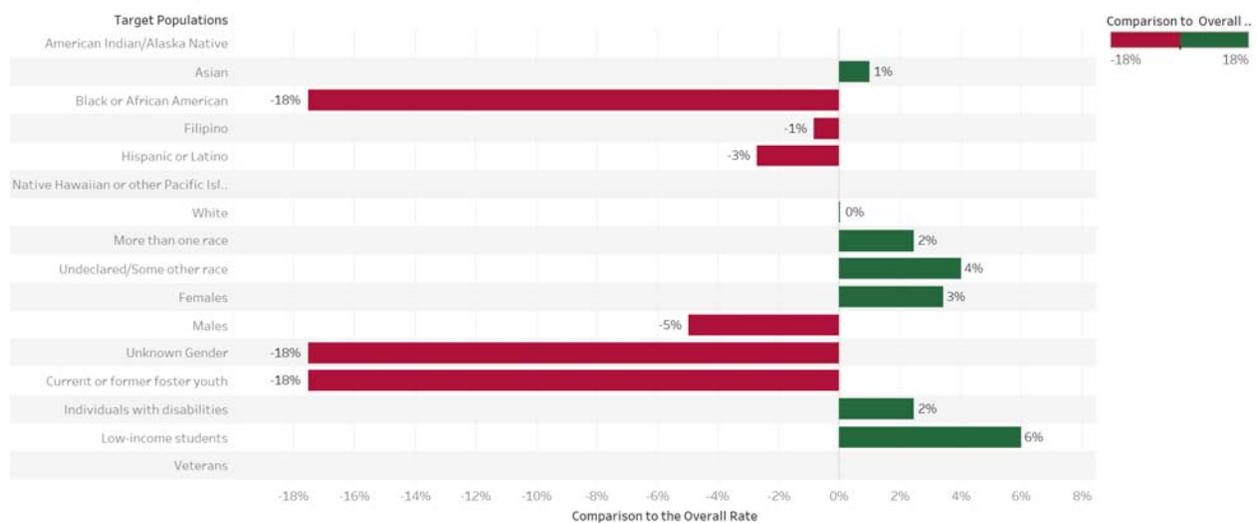
Disproportionate Impact Analysis: Comparison to 2014-15 Student Equity Plan

Educational Plan is a new outcome included as part of the Integrated Plan and would be an outcome included in 3SP Plan. The three groups most impacted for the indicators of Educational Plan are Asians (-4%), Black or African American (-3%) , Hispanic or Latino (-2%) and Women (-2%) Educational Plan was not included in the analysis of the 2014-15 SEP. No comparison available with 2014-15 SEP.

Assessment, Orientation, & Educational Plan Summary

Orientation, Assessment and Education Plan are all new outcomes for the SEP. The 2016-17 data will be used as a baseline to compare with future analysis of this outcome. Despite this fact, we believe the analysis of this data is essential for more directed-targeted interventions as DVC moves towards a Pathways model. *** Success as “decreasing numbers” not increasing...

DVC Remedial Progress: ESL



ESL Definition: Compares the percentage of credit students in each group who first enrolled in a course below transfer level in ESL and completed a college-level course in the same discipline, 2010-11 to 2015-16.

ESL: Three Greatest Disproportionately Impacted Groups

African Americans -18%

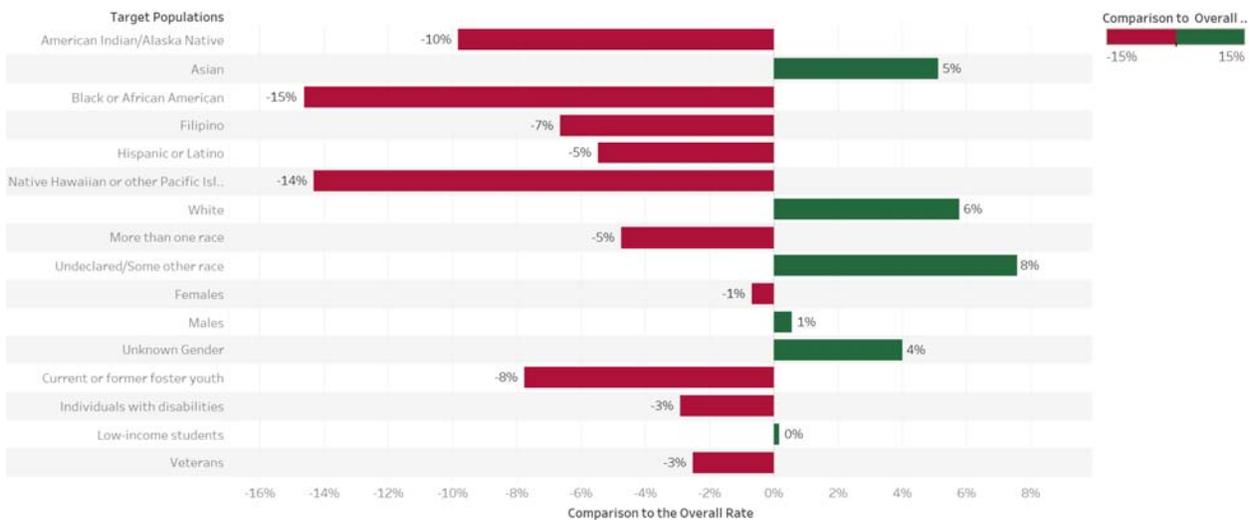
Males -5%

Hispanic or Latino -3%

Disproportionate Impact Analysis: Comparison to 2014-15 Student Equity Plan

The three groups most impacted for the indicator of *ESL* are Blacks/African Americans (-18%) followed by Males (-5%), and Hispanic or Latino (-3%). African Americans, Hawaiian/Pacific Islanders, and Latino's were identified as the greatest disproportionately groups in the 2014-15 SEP. For African Americans and Latino/as, this trend continues for 2016-17. Hawaiian/Pacific Islanders are no longer disproportionately impacted for ESL (Small sample size in 2016-17- N = 0).

DVC Remedial Progress: English



Remedial Progress English Definition: Compares the percentage of credit students in each group who first enrolled in a course below transfer level in English and completed a college-level course in the same discipline, 2010-11 to 2015-16.

ESL: Three Greatest Disproportionately Impacted Groups

- African American -15%
- Hawaiian/Pacific Islanders -14%
- Current/Former Foster Youth -8%

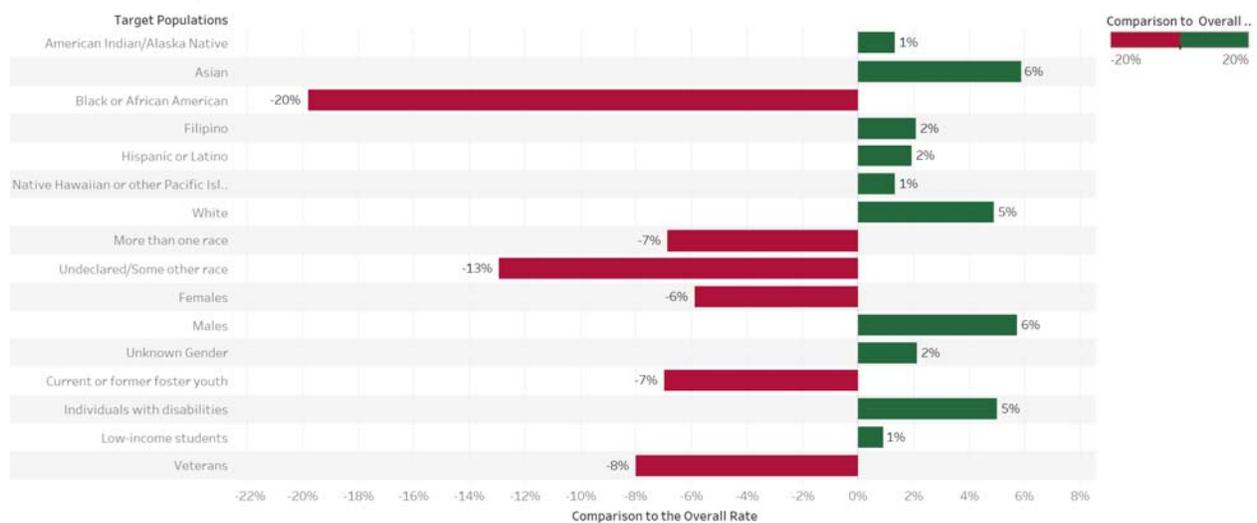
Also Included:

- Filipinos -7%
- Hispanic/Latino -5%
- More than 1 Race -5%

Disproportionate Impact Analysis: Comparison to 2014-15 Student Equity Plan

The three groups most impacted for the indicator of **Remedial Progress English** are Blacks/African Americans followed by Foster Youth and Filipinos. Furthermore, Hispanic or Latino and More than 1 Race are also disproportionately impacted in Remedial Progress English. African Americans, Hawaiian/Pacific Islanders, and Latino's were identified as the greatest disproportionately groups for Remedial Progress English in the 2014-15 SEP. For African Americans, Latino's and Hawaiian/Pacific Islanders, these trends continue for 2016-17.

DVC Remedial Progress: Math



Remedial Progress Math Definition: Compares the percentage of credit students in each group who first enrolled in a course below transfer level in mathematics, and/or ESL and completed a college-level course in the same discipline, 2010-11 to 2015-16

Remedial Progress Math: Three Greatest Disproportionately Impacted Groups

African American -20%

Undeclared -13%

Veterans -8%

Also Included

Foster Youth -7%

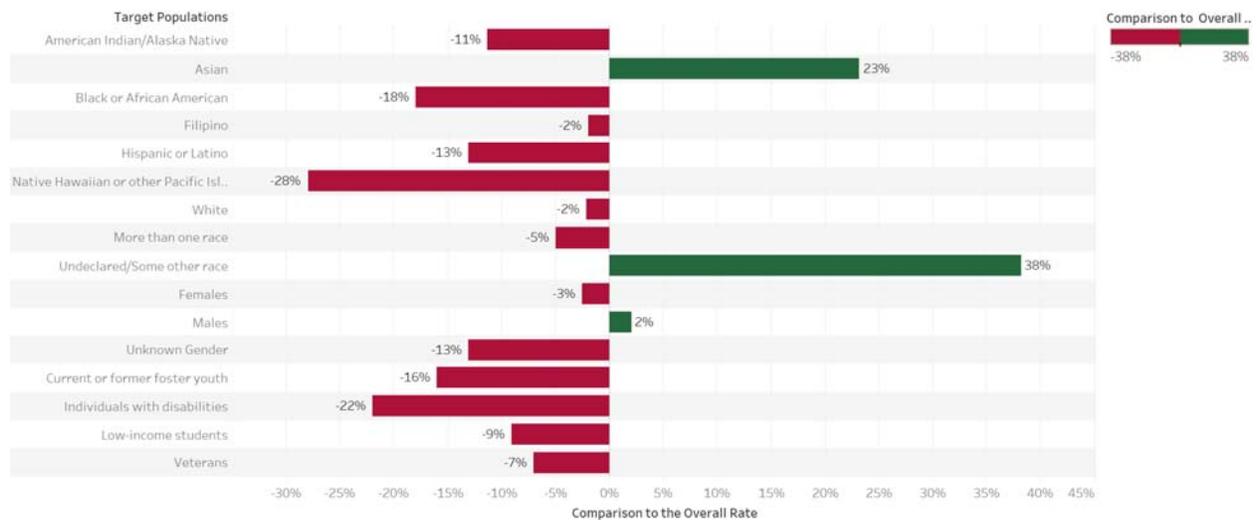
More than 1 race -7%

Women -6%

Disproportionate Impact Analysis: Comparison to 2014-15 Student Equity Plan

The groups most impacted for the indicator of **Remedial Progress Math** are African Americans, Undeclared and Veterans. Also included are Foster Youth, More than 1 Race, and Women. In comparison to the 2014-15 SEP, African Americans, Foster Youth, and Latinos were identified as the greatest impacted groups for Remedial Math. For African Americans and Foster Youth these trends continue in 2016-17. Latino/as were no longer not disproportionately impacted in 2016-17.

DVC Transfer Level Math Achievement



Transfer Level Math Achievement Definition: Compares the percentage of first-time students completion-oriented in each group who attempt Math their first-year and complete transfer-level Math in the first or second year, 2014-15 to 2015-16

Transfer Level Math Achievement: Three Greatest Disproportionately Impacted Groups

Hawaiian/Pacific Islander -28%

Disability -22%

African Americans -18%

Also Included

Foster Youth -16%

Latinos -13%

Unknown gender -13%

Low Income -9%

Veterans -7%

More 1 race -5%

Women -3%

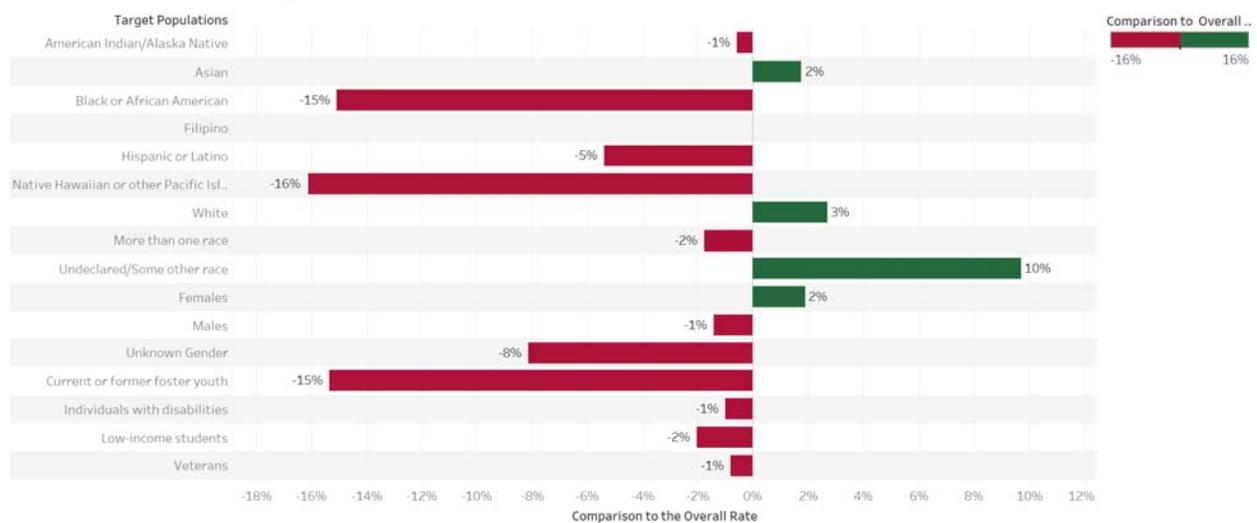
Filipinos -2%

Disproportionate Impact Analysis: Comparison to 2014-15 Student Equity Plan

The three groups most impacted for the indicator of Transfer Level Math Achievement are Students with Disabilities, African Americans, Foster Youth, and Latinos. For the 2014-15 SEP, the indicator of Transfer Level Math Achievement was not required however will now be used as a baseline for future Integrated Plans.

*** Determining which student groups are not progressing through transfer level mathematics is essential for developing interventions targeted at improving the success and progress of these populations. In the context of DVC Pathways work and the Education Master Plan, moving students through transfer level math will be essential for increasing pathways progress as well as increasing the numbers of degrees, transfers, and certificates.

DVC Successful Course Completion



Course Completion Definition: Shows the percentage of successful credit course completions to all credit course enrollments at census.

Course Completion: Three Greatest Disproportionately Impacted Groups

Hawaiian/Islander -16%

African American -15%

Foster Youth -15%

Also Included

Unknown gender -8%

Veterans -7%

Latino -5%

More 1 race -5%

Low Income -2%

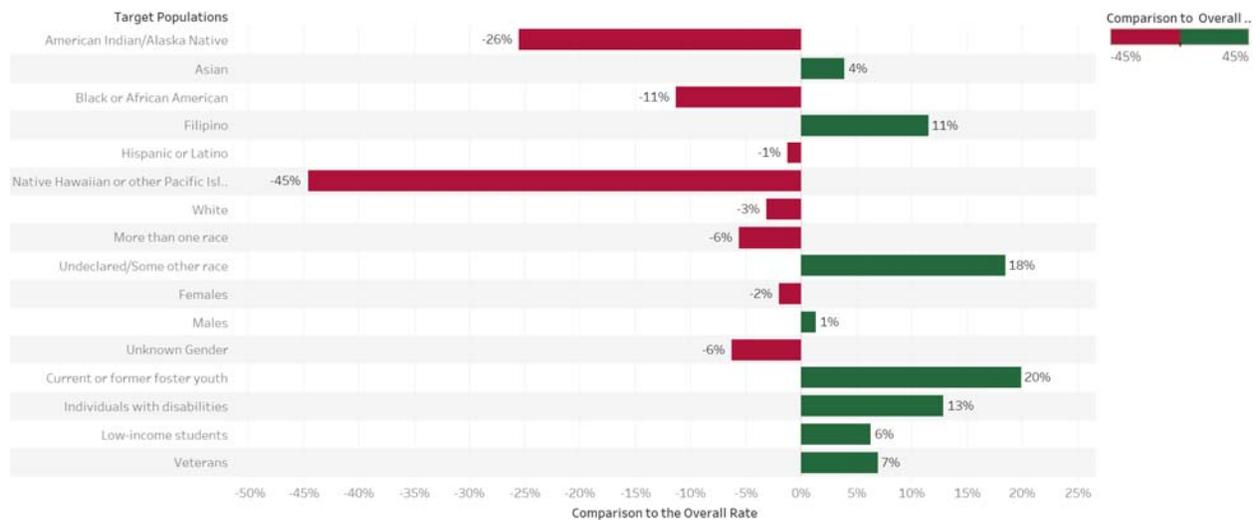
American Indian/Alaska Native -1%

Men -1%

Disproportionate Impact Analysis: Comparison to 2014-15 Student Equity Plan

The most impacted groups for the indicator of **Course Completion** are Hawaiian/Islanders, African Americans, Foster Youth, Unknown gender, and Latinos. In comparison to the 2014-15 SEP, Hawaiian/Pacific Islanders, Blacks/African Americans, Foster Youth, and Latinos were identified as the greatest impacted groups. For 2016-17, these disproportionate trends for Course Completion continues.

DVC CTE Completion



CTE Completion Definition: Compares the percentage of students completing more than eight CTE units in 2010-11 who completed a degree, certificate, apprenticeship or transfer-related outcomes within 6 years (2015-16).

CTE Completion: Three Greatest Disproportionately Impacted Groups

African American -11%

More 1 race -6%

Unknown gender -6%

Also Included

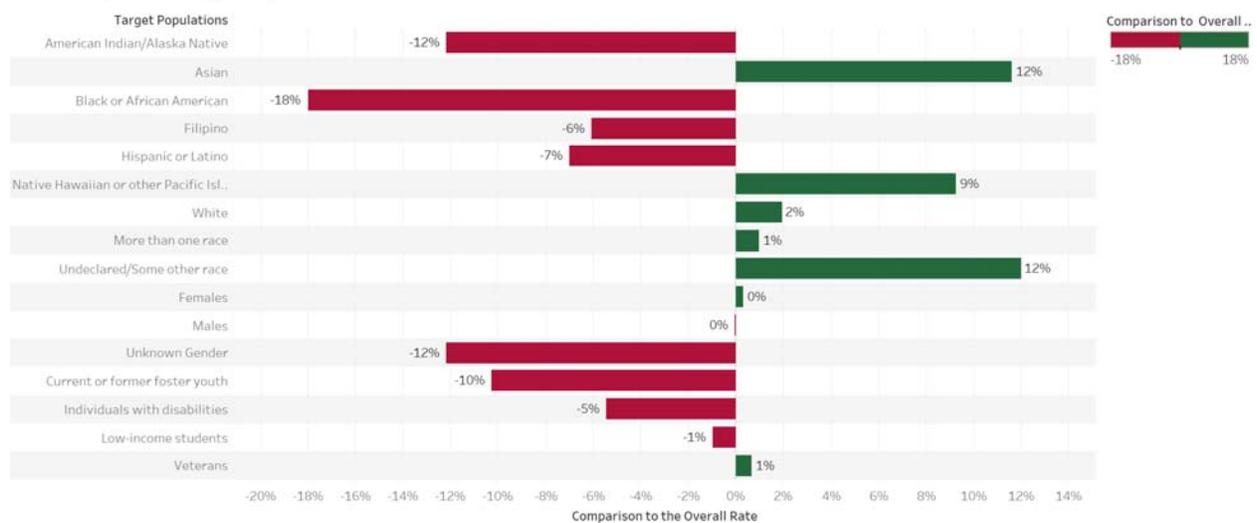
Women -2%

Latino -1%

Disproportionate Impact Analysis: Comparison to 2014-15 Student Equity Plan

CTE Completion is a new 6-year cohort outcome included as part of the 2017 Integrated Plan. As a new indicator, the current data will be used as a baseline measure and would be an outcome in future DVC Integrated Plans. The groups most impacted for the indicator of CTE Completion are African Americans, More than 1 Race, Unknown Gender and women. CTE Completion was not included in the analysis of the 2014-15 SEP. No comparison available with 2014-15 SEP.

DVC Completion: Degrees, Certificates and Transfer



Completion: Degree, Certificate and Transfer Definition: Compares the percentage of first-time completion-oriented students who completed a degree, certificate or transfer-related outcomes within six years, 2011-2016.

Completion: Degree, Certificate and Transfer: Three Greatest Disproportionately Impacted Groups

African American -18
 American Indian -12%
 Unknown gender -12%

Also Included

Foster youth -10
 Latino -7
 Filipino -6
 Disability -5
 Low income -1

Disproportionate Impact Analysis: Comparison to 2014-15 Student Equity Plan

Completion: Degree, Certificate and Transfer is a newly defined variable and varies from the 2014-15 SEP Indicator of DEGREE AND CERTIFICATE COMPLETION (Defined as: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor).

The three most impacted groups for **Completion: Degree, Certificate and Transfer** are African Americans, Unknown Gender, Foster Youth, Latinos, Filipinos, Students with Disabilities and low Income Students. With **“Transfer”** now included in the newly defined variable complicates a direct comparison to the 2014-15 SEP, some trends are important to identify.

For the 2014-15 SEP, Blacks/African Americans, American Indians, Veterans, Foster Youth, and Some Other Race were identified as were the disproportionate Impacted groups. For Blacks/African Americans, American Indians, Foster Youth, and Students with Disabilities these trends continue for 2016-17.

Transfer Definition 2014-15 SEP: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

The 2014-15 SEP, the Transfer indicator is now included as part the variable Completion: Degree, Certificate and Transfer (Discussed above). The new variable compares the percentage of first-time completion-oriented students who completed a degree, certificate or **transfer-related outcomes** within six years, 2011-2016.

In the 2014-15 SEP, Latinos, Black/African Americans and Low income students had three greatest disproportionate impact on the outcome, Transfer. Although not directly comparable, these three groups are also impacted for the indicator Completion: Degree, Certificate and Transfer in 2016-17.

Data Sources for Disproportionate Impact Analysis

Indicator:	Success Indicator: Gap from Average	Data Source	Timeframe	Special Pops Notes
Access	Compares College Populations to Service Area Demographics	Colleague, ACS, EMSI	2016-2017	County Pops- EMSI & ACS Foster Youth- ISIR Disability- Colleague☒Low Income- BOGW Veterans- indicated on app
3SP Services: Orientation, Assessment, Ed Plan	Compares First-time Students to Number Receiving Service	SARS + Colleague	First time FA16; Services received by SP17	Foster Youth- ISIR Disability- Colleague☒Low Income- BOGW Veterans- indicated on app
Probation Progress	Compares Number On Probation (Academic) to Number Getting Off Probation	Colleague	FA2015 to SP2017	Special pops as above
Remedial Progress (ESL, English and Math)	Compares Number in 6-Yr. Cohort to Number Completing a Degree Applicable or Transfer Level Course	CCCCO SCORECARD: Remedial/ESL	2010-2011 to 2015-2016	Foster youth and veteran pops as above Low income and disabled status from CCCCCO
Transfer level MATH Achievement	Compares Number in Cohort to Number Attaining Transfer Level Math Within 2 Years	CCCCO SCORECARD: Transfer Level Math Achievement	2014-2015 to 2015-2016	Foster Youth- ISIR Disability- Colleague☒Low Income- BOGW Veterans- indicated on app
Successful Course Completion	Compares Number Enrolled to Number Successfully Completing Credit Courses	CCCCO DATAMART: Successful Credit Course Completion	Fall 2016	Special pops from CCCCCO, except low Income which uses Colleague BOGW
CTE Completion	Compares Number in 6-Yr. Cohort to Number Completing Degree, Certificate or Transfer-Related Outcome	CCCCO SCORECARD: CTE Completion Rate	2010-2011 to 2015-2016	Foster Youth- ISIR Veterans- indicated on app Low income and disabled status from CCCCCO
Completion: Degrees, Certificates, Transfer	Compares Number in 6-Yr. Cohort to Number Completing Degree, Certificate or Transfer-Related Outcome	CCCCO SCORECARD: Completion Rate	2010-2011 to 2015-2016	Foster Youth- ISIR Veterans- indicated on app Low income and disabled status from CCCCCO

<p>COURSE COMPLETION & ESL/BS COMPLETIONS</p>	<p>Improve time-to-completion.</p>	<p>Basic Skills</p> <ul style="list-style-type: none"> Continued the revision of developmental course sequences and addition of pathways through the sequences, including acceleration, to maximize student success. Strengthened partnerships with counseling and learning communities to support educational pathways for underprepared students to transition to transfer programs. Trained tutors in all disciplines in specific techniques for tutoring underprepared students. Supported tutoring and supplemental instruction for learning communities in the PUMA Center and supplemental instruction for Project Access. <p>3SP</p> <ul style="list-style-type: none"> Offer workshops for at-risk population on notetaking, time management, learning styles, reading and writing strategies, etc. Implement an early alert system; in early stages of Starfish Retention pilot and plan to expand in 17-18. <p>Equity</p>
<p>DEGREE, CERTIFICATE AND TRANSFER</p>	<p>Improve time-to-completion.</p>	<p>Basic Skills</p> <ul style="list-style-type: none"> Supported Project Access, a partnership between Adult Education and Early Childhood Education, to create a clear pathway with supports and guidance for students from entry through certificate completion. <p>3SP</p> <ul style="list-style-type: none"> Student Ed Planning tool shows progress towards degrees and certificates; and "what if" options. Communication with undecided students to help them choose a major. Implement early alert system; in early stages of Starfish Retention pilot and plan to expand in 17-18. <p>Equity</p>
<p>OTHER COLLEGE INITIATIVES</p>	<p>Increase professional development activities and opportunities that support student success.</p>	<p>Basic Skills</p> <ul style="list-style-type: none"> Provided professional development training for faculty through a Learning Center Summer Institute, conference participation and activities for developmental education Math faculty, and opportunities for shared learning through the Developmental Education Committee meetings. Expanded equity-based training to more faculty and staff through the Umoja Summer Institute. <p>3SP</p> <ul style="list-style-type: none"> Offered professional development activities related to the implementation of the Student Success and Support Program and follow-up activities for at risk students. <p>Equity</p>

	<p>Improve and grow human resource infrastructure.</p>	<p>Basic Skills</p> <ul style="list-style-type: none"> Funded additional tutors, supplemental instruction tutors and leaders, faculty release time for pilot projects, and additional staff support for PUMA Center and Learning Communities. <p>3SP</p> <ul style="list-style-type: none"> Infrastructure was put in place during 2014-15 to carry out planned activities. Adjustments were made in 2015-16. Ongoing discussion, review, and analysis took place for 2015-16 to determine best practices in follow up services. Additionally, discussion with the Foundation for College Success and Student Equity committees continued will ensure collaboration and integration of resources. <p>Equity</p> <ul style="list-style-type: none"> Through EOPS, a classified program coordinator was hired to serve as key point person in developing support and services for low-income students and foster youth at DVC. The position created strong partnerships with various college programs and services, especially with financial and scholarship.
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	<p>Improve access to classes and timely registration.</p>	<p>semester courses through the "Learning Center Mentoring Project.</p> <ul style="list-style-type: none"> Supported the use of technology through tablets to encourage developmental education English and ESL course students to access and use online orientation and enrollment steps in the Learning Center. <p>3SP</p> <ul style="list-style-type: none"> Beginning in 2014-15 academic year, online orientation was the primary tool used to deliver orientation requirements to new students. Orientation through Comevo is ongoing and new additional modules will be available as they are developed with a total of five modules. The other modules will focus on financial aid, educational planning, student support services and services specific to populations – veterans, international, etc. Spanish version available for online orientation Rev Your Reg Workshops offer face-to-face opportunities Human resources were put in place to follow up with students who do not complete 3SP activities. <p>Equity</p> <ul style="list-style-type: none"> Opportunity for faculty reassignment was created to research appropriate and relevant FYE elements that yield high impact, and the write up of the First Year Experience proposal. In fall 2015, DVC launched its first FYE Welcome day attended by over 300 students. In fall 2017, DVC hosted over 500 students for Welcome Day. <p>Basic Skills</p> <ul style="list-style-type: none"> Provided guidance for developmental education English and ESL students on the steps to register for next semester courses through the "Learning Center Mentoring Project." Supported a pilot effort to use of technology through tablets to encourage developmental education English and ESL course students to plan and register for courses in the Learning Center. <p>3SP</p> <ul style="list-style-type: none"> Beginning fall 2015, "Rev Your Reg" in person workshop were offered. These workshops allowed students space to complete the online orientation, assessment, and plan English and math courses in one sitting. Offer Viking SEA Day to graduating high school seniors on the earliest date of their priority registration <p>Equity</p>
<p>COURSE COMPLETION & ESL/BS COMPLETIONS</p>	<p>Improve time-to-completion.</p>	<p>Basic Skills</p> <ul style="list-style-type: none"> Continued the revision of developmental course sequences and addition of pathways through the sequences, including acceleration, to maximize student success.

		<ul style="list-style-type: none"> Strengthened partnerships with counseling and learning communities to support educational pathways for underprepared students to transition to transfer programs. Trained tutors in all disciplines in specific techniques for tutoring underprepared students. Supported tutoring and supplemental instruction for learning communities in the PUMA Center and supplemental instruction for Project Access. <p>3SP</p> <ul style="list-style-type: none"> Offer workshops for at-risk population on notetaking, time management, learning styles, reading and writing strategies, etc. Implement an early alert system; in early stages of Starfish Retention pilot and plan to expand in 17-18. <p>Equity</p>
DEGREE, CERTIFICATE AND TRANSFER	Improve time-to-completion.	<p>Basic Skills</p> <ul style="list-style-type: none"> Supported Project Access, a partnership between Adult Education and Early Childhood Education, to create a clear pathway with supports and guidance for students from entry through certificate completion. <p>3SP</p> <ul style="list-style-type: none"> Student Ed Planning tool shows progress towards degrees and certificates; and "what if" options. Communication with undecided students to help them choose a major. Implement early alert system; in early stages of Starfish Retention pilot and plan to expand in 17-18. <p>Equity</p>
OTHER COLLEGE INITIATIVES	<p>Increase professional development activities and opportunities that support student success.</p> <p>Improve and grow human resource infrastructure.</p>	<p>Basic Skills</p> <ul style="list-style-type: none"> Provided professional development training for faculty through a Learning Center Summer Institute, conference participation and activities for developmental education Math faculty, and opportunities for shared learning through the Developmental Education Committee meetings. Expanded equity-based training to more faculty and staff through the Umoja Summer Institute. <p>3SP</p> <ul style="list-style-type: none"> Offered professional development activities related to the implementation of the Student Success and Support Program and follow-up activities for at risk students. <p>Equity</p> <p>Basic Skills</p> <ul style="list-style-type: none"> Funded additional tutors, supplemental instruction tutors and leaders, faculty release time for pilot projects, and additional staff support for PUMA Center and Learning Communities.

		<p>3SP</p> <ul style="list-style-type: none"> • Infrastructure was put in place during 2014-15 to carry out planned activities. Adjustments were made in 2015-16. Ongoing discussion, review, and analysis took place for 2015-16 to determine best practices in follow up services. Additionally, discussion with the Foundation for College Success and Student Equity committees continued will ensure collaboration and integration of resources. <p>Equity</p> <ul style="list-style-type: none"> • Through EOPS, a classified program coordinator was hired to serve as key point person in developing support and services for low-income students and foster youth at DVC. The position created strong partnerships with various college programs and services, especially with financial and scholarship.
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Section 4: Summary of 2014-15, 2015-16, and 2016-17 Student Equity Expenditures

		2014-15	2015-16	2016-17		2017-18	
Total Allocation		\$736,871	\$1,473,850	\$1,473,850		\$1,473,850	
Other Allocation: State One-Time			\$88,500				
Prior Year Carryover			\$326,322	\$661,140		\$1,025,908	
	Total	<u>\$736,871</u>	<u>\$1,888,672</u>	<u>\$2,134,990</u>		<u>\$2,499,758</u>	
Expenses					%		%
1000	<i>Monthly Academic Salaries</i>	\$114,056	\$405,729	\$425,730	38%	\$999,903	40%
2000	<i>Monthly Classified Salaries</i>	\$84,078	\$159,338	\$237,569	21%	\$499,952	20%
3000	<i>Employee Benefits</i>	\$57,036	\$174,153	\$211,070	19%	\$374,964	15%
4000	<i>Supplies Expense</i>	\$17,338	\$19,474	\$29,720	3%	\$249,976	10%
5000	<i>Other Operating Expenses</i>	\$138,041	\$142,516	\$204,993	18%	\$374,964	15%
6000	<i>Capital Outlay</i>	\$-	\$-	\$-			
7000	<i>Other Outgo</i>	\$-	\$-	\$-			
	Total	<u>\$410,549</u>	<u>\$901,210</u>	<u>\$1,109,082</u>		<u>\$2,499,758</u>	
Balance		<u>\$326,322</u>	<u>\$661,140</u>	<u>\$1,025,908</u>		<u>\$-</u>	
Carryover to Next FY		<u>\$326,322</u>	<u>\$661,140</u>	<u>\$1,025,908</u>		<u>\$-</u>	