



## 2019-22 Student Equity Plan

(For Planning Purposes Only)

1. In the chart below 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.

<b>Metric</b>	<b>Current Baseline Data for Overall Student Population</b>	<b>Goals for Overall Student Population</b>	<b>Activities that support the goal</b>
<i>Access: Successful Enrollment</i>			
<i>Retention: Fall to Spring</i>			
<i>Transfer to a four-year institution</i>			
<i>Completion of transfer level math and English</i>			
<i>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</i>			



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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
<i>Access: Successful Enrollment</i>			
<i>Retention: Fall to Spring</i>			
<i>Transfer to a four-year institution</i>			
<i>Completion of transfer level math and English</i>			
<i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i>			



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3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)
4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)
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:
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 \_\_\_\_\_  
Title \_\_\_\_\_  
Email Address \_\_\_\_\_  
Phone \_\_\_\_\_

Alternate Point of Contact:

Name \_\_\_\_\_  
Title \_\_\_\_\_  
Email Address \_\_\_\_\_  
Phone \_\_\_\_\_



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

### Approval and Signature Page

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.

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Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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**Joint 3SP/Dev Ed/Equity Committees Activity**

<b>Metrics</b>	<b>Items included on 2017-2019 Integrated Plan</b>	<b>Other Activities Happening</b>	<b>Gaps</b>	<b>Notes</b>
<b>Access</b>	Partner with Math on articulation activities with feeder high schools. ??v	Year Up access and job placement	New student onboarding -assessment center	
	Refine and expand the Multiple Measures online tool to make it widely available to all students; automate upload process to Colleague to ensure timely access to ensure proper placement xxxx	Explore Dual Enrollment with Statway	Guided Self Placement -Assessment, English, Math, Counseling, DO, IT, Scheduling/Curriculum	
	Continue follow up phone calls – student ambassadors ????v	identify a referral process for struggling students at DVC (with Basic Skills needs ) to adult ed	Guided Self Placement English, Math, ESL	
	Support the development and design of dual enrollment opportunities that involve placement of Dev. Ed. students (College Now and CollegeConnect) ??? (plus adult ed)	Foster Youth Transitions Summit (County collaboration)	Help formerly-incarcerated or students affected by justice system	
	Develop a noncredit assessment prep workshop based on the summer 2017 pilot Fast Track (Math assessment prep) ?vx	FY outreach (ILSP, group homes, etc) (Start Program)	integration of career goals and ed goals on web	
	Refine and expand the Multiple Measures online tool to make it widely available to all students; automate upload process to Colleague to ensure timely access to scores and registration xxxx	Veterans Workshops - mini couns 95 A&R vet services + counseling	meta-major/pathway info on website and app process	
	Support multiple measures expansion xxxx?ESL	follow up emails to students that applied but did not complete 3sp steps (assessment and student ambassadors)		
	Provide online orientation for all new students and returning students returning after an absence of three or more years ??xv	outreach to formerly incarcerated. Adult ed v		
	Continue to expand and improve Viking SEA Day in order to ensure students complete orientation, assessment and ed planning; appropriate placement and timely registration into math vvv?	multiple measures is fully online and uploads 4x per day (for 1 year) - assessment center		
	Partner with the English Department on the biennial Articulation Conference with feeder high schools. vvv	orientation workshop for new DSS students -DSS		
	Expand Rev Your Reg Workshops and ensure students plan and register for recommended courses; explore having counselors participate in these workshops xx?	create a "college prep" cohort for Adult Ed to DVC		
	Explore development of counseling workshops and other workshops for students that do not attend Counseling-095 (Ed Planning) ?vvv	Adult Ed transition specialist to assist AE students and recruitment		

	<p>Create bi-directional pathways with Adult Education. Create awareness for what is offered at local Adult Ed facilities, partnering with Adult Ed programs, and aligning course curriculum for transition to community college from adult education.</p> <p>√√√√</p>	<p>Create DVC courses at Adult Ed that lead to certificates/degrees at DVC</p>	
	<p>Support coordination and design of AEBG student transition into DVC (CAEP)√√√√</p>		
	<p>Continue to provide funding/ support for First Year Experience DVC Welcome Day Link Courses Mentoring? Summer Bridge ?</p> <p>√√√√</p>	<p>Veteran Tutoring SVRC</p>	<p>Summer internships in major</p>
	<p>Continue development and support for learning communities: Puente Program Umoja Program Link Courses</p> <p>√√√√√</p>	<p>Joint effort to enroll more veterans in DSS services/ Collaboration with DSS, Vets, Vets Services Committee</p>	<p>Career exploration meta majors?</p>
	<p>Development of the DVC Promise Program</p> <ul style="list-style-type: none"> <li>• College Now and Social Justice Studies Pathway</li> <li>• Stemovation Pathways with feeder high schools and STEM for Women and Women of Color</li> <li>• Prison to Education Pipeline for previously and recently incarcerated juvenile and adults</li> <li>• Support development of the Take One On Us campaign</li> </ul> <p>√√√√</p>	<p>PACE</p>	<p>Intrusive advising</p>
	<p>Continue support/funding for Accelerated English ??x</p>	<p>English Major Mentors</p>	<p>One year schedule or 2!!</p>
	<p>Provide continued funding/support and expansion of Statway ??v</p>	<p>Intrusive Counseling (Umoja)</p>	<p>Summer bridge for all A-G Fy students</p>
	<p>Continued Support for Athletics Success Program √√√?</p>	<p>Scholars for Justice Student Club</p>	<p>Community events by meta majors</p>
	<p>Continued funding/support for additional Accelerated math courses such as Statway Offer Staway 1st Semester at Adult Ed ??v</p>	<p>Tablets for red lights/registration</p>	<p>GE/meta major tutoring</p>
	<p>Provide funding and expansion STEM support programs:</p> <ul style="list-style-type: none"> <li>• MESA</li> <li>• STEM Promise for Women and Women of Color</li> </ul> <p>√√√√</p>	<p>LC Coordinators</p>	<p>Meta major support teams</p>
	<p>Explore and implement technology tools to aide in communication, development and support of students and their success</p> <p>√√√√√?</p>	<p>PB&amp;J?? Cart for evening LC students</p>	<p>"Completion"/student success teams</p>

<b>Retention Fall-Spring</b>	Partner with the Tutor Advisory Committee to explore opportunities to improve and expand tutoring; explore peer tutoring ?VVVV	Lori Anne (LC) English/ESL advisor	Meta majors student success
	Continue Starfish (retention tool) pilot and expand to include more faculty training ??VVV	Tutoring	Mental Health support
	Ensure students have access to counselors through a variety of means (appointments, workshops, drop-in, etc); expand adoption and use of online Student Planning Tool; provide instruction on evaluation and 'What if' options with the Tool VVVVVV	College Success Workshops	Money \$\$ to support students (Life stuff)
	Ensure students on academic/progress probation have access to the online Student Success Workshop; probation/dismissal students receive communication and follow up regularly x?VV	EOPs Progress Reports (SP19?? Revamp)	Textbook Lending Library
	provide training for the starfish retention tool develop? ?VV	SI in English/ESL	Help formerly-incarcerated or students affected by justice system
	Continue to provide undecided students with opportunities for career exploration, major exploration VVVV		Basic needs: resources/support
	Enhance and establish a sustainable infrastructure of the College success workshops (built into FYE) develop?VVVV?		
	Develop non-credit courses to stimulate interest in math, while increasing students' ability to engage in productive struggle, develop time management skills, and develop a growth mindset. VVVV??		
	Create instructional videos for developmental education math classes. ?????x		
	Expand tutoring options for developmental education specific math students by either extending Math Lab hours to the weekend or expanding math lab group tutoring or providing online tutoring to enhance schedule flexibility. Also provide tutoring services to online classes. *not started – needs discussion* ??????		
	Facilitate and support the creation of student Canvas orientation Badges for basic skills and developmental level students using Canvas (LMS).		
Facilitate and support the design and implementation of a library collection that targets and serves ESL students. VVVVV			



	Facilitate and support the creation of instructor Canvas orientation Postcards for using Canvas (LMS) in ways that help Canvas be more accessible to basic skills and developmental level students. ?????V		
	Support research-based intervention strategies to improve retention and persistence *Update with current language for SP19 Equity Report* VVVVV		
<b>Transfer to 4-Year Institution</b>	Develop research agenda that investigates completion/transfer barriers for underrepresented student populations VVVVV	Learning Communities: PACE, Puente, Umoja	Improve alumni identification and data-gathering
	Develop Transfer Completion Project (not started) ?????V	START (foster youth)	metamajor student success
	Enhance and expand transfer workshops ??VVVV	Tutoring for students repeating a course for 2nd time	faculty advising (meta majors)
		English major mentoring	completion teams? BCC
		Department-based community building and degree celebration	Help formerly-incarcerated or students affected by justice system
			peer ->peer advising
<b>Completion Transfer Level English</b>	Design and implement training and collaboration for full time and adjunct instructors who teach pre-transfer ESL and English courses (including accelerated strands) X?XPD Include adult ed on this please!	LC coordinators	Joint DSS/EOPS tutoring
	Develop research agenda that investigates barriers that keep students that keep students from taking the placement test and complete the recommended	PACE	Help formerly-incarcerated or students affected by justice system
	Map out pathways through math, based on student major or career interests. Xx?	SI in English/EsI	
	Collect and analyze retention and success data of students who complete English 117A and 117 (accelerated pre-transfer courses) *Update with current language for SP19 Equity Report* xx?	Tutoring	
	Develop research agenda that investigates barriers that keep disproportionately impacted groups from completing pre-college level Math xx?V	English major mentoring	
	Map out pathways through math, based on student major or career interests. VVV In progress!	Embedded instructional assistants in Dev Ed math and English courses, focused on DSS students	Help formerly-incarcerated or students affected by justice system



Completion Transfer Level Math	Design and implement training and collaboration for instructors who teach Math 85 => Math 119 the "accelerated algebra" sequence. ?? PD v	PACE	Joint DSS/EOPS tutoring
	Develop research agenda that investigates barriers that keep disproportionately impacted groups from completing pre-college level Math ??v	SI in STEM	Develop support and options for students overwhelmed by placement in transfer level math with co-req. where do they go? How do they know their options?
	Research retention and success of students in 2-semester accelerated sequence Math85 => Math 119 and its success versus the 3-semester sequence Math 75 => Math 90 => Math 120. *Update with current language for SP19 Equity Report* ??v	Veterans Tutoring in SVRC	
	Explore acceleration options for Developmental Education math that support student needs and success. Xxx no more accelerations options needed at Dev Ed.	Math department faculty PD: "community of practice" to discuss a course's best practices and student success	
Earned: 1)Credit Certificate over 18 units 2) Associate Degree CCC B.A.	Maintain accurate degree audit system; post transfer coursework from other institutions in a timely manner; ensure students are able to track progress throughout their time at DVC; provide clear progress toward degree/certificate goals vvvvvvv Please!	Intervention: tutoring, cpunseling, learning communities for students who have only completed 1st year <20 units	Transition decisions/options workshops for students
	Develop process to identify and notify students close to completing a degree or certificate vvvvvvv Please!	upport for students who have a 2.0 or less GPA. Learning Community Counseling and tutoring	Help formerly incarcerated or students affected by the justice system
		START (foster youth)	Job search and retention course (WRKP 90/91) for populations with barriers to employment -DSS, formerly incarcerated -DSS&CAEP
	Develop Opportunities for innovation through mini proposal and grant funding (approx. 5% of total equity allocation) • Recommend and develop single, campus wide resource allocation process/ tool for 3SP & Equity ?	Research "C" gap (stem)	Implicit bias training - undoing racism
	Develop Opportunities for innovation through mini proposal and grant funding (approx. 5% of total equity allocation) • Recommend the develop single, campus wide resource allocation process/ tool for 3SP & Equity ??	EOPS/CalWorks research student parents	Help formerly incarcerated or students affected by the justice system

<p>Develop capacity of research and evaluation focused on the following:</p> <ul style="list-style-type: none"> <li>• A.S3a Develop PD series on understanding data-data based decision making</li> <li>• A.S3b Texi algorithm</li> <li>• A.S3c Develop campus wide evaluation process/ tool (e.g. Program Review)</li> <li>• A.S3d Develop and Coordinate Equity intervention efforts and development of research with 4CD, CCC, LMC</li> <li>• A.S3e Human Resources capacity for Planning and Research to track and evaluate integrated plan goals/outcomes (includes DVC and District personnel)</li> <li>• A.S3f Investigate/assess DVC's capacity to conduct research on Integrated Plan goals</li> <li>• A.S3g Develop research on the efficacy of accelerated courses</li> </ul> <p>?v</p>	RPEC baseline metrics	student health center
<p>Develop professional development opportunities focused on supporting student success with particular focus on at risk groups:</p> <ul style="list-style-type: none"> <li>• Basic skills</li> <li>• Undecided</li> <li>• Probation/Dismissal</li> </ul> <p>vv</p>	RPEC?EQ Equity Groups 2 variables	group text capability
<p>Develop Professional Development Opportunities focused on the following:</p> <ul style="list-style-type: none"> <li>• Continue funding/ delivering Equity speaker series</li> <li>• Develop PD around Student centered strategies in the classroom</li> <li>• Develop PD series on developing Cultural Competency and Empathy</li> <li>• Develop bridge between Equity PD topics and DVC Nexus Program</li> <li>• Student focus training</li> <li>• Faculty Student Equity Hour (at \$252,000 which is approx.17% of total equity allocation)</li> </ul> <p>vvv</p>	PD equity hour (faculty) PT	basic needs support/resources
<p>Support research into the impact of multiple measure assessment on the designation of Basic Skills students at DVC</p> <p>???xx</p>	Speaker Series Equity and Social Justice	increase counseling capacity by hiring ed advisors
<p>Develop research agenda on most effective methods to move students to 13+ units in their first year of college</p> <p>???v</p>	RPEC - Inequity - Research	faculty PD "connection" with students
<p>Support professional development activities for full time and adjunct faculty and attendance of conferences for mathematics instructors</p> <p>?vvv</p>	online graduation applciation, change major, change home location, A&R	career assessments/exploration

Miscellaneous:  
PD  
Research  
Hiring

Support professional development activities and attendance of conferences for full time and adjunct English instructors √√√	EOPS disaggregated student groups research (engagement impact)	
Inform English teachers about pathway options through professional development activities so instructors might better assist students through the sequence of course offerings. ?√	DVC literary contest	
Increase counseling capacity through Box2A and adjunct hiring √√√	DVC lit week	
Develop longitudinal research on the impact of Multiple Measures placement on student success in English and Math ??	develop "data coach" program (rpec/pd)	
Inform math teachers about math pathway options through professional development activities so instructors might better assist students based on student career goals. ?x	ongoing professional development for tutors and Sis in English and LC	
Develop capacity of research and evaluation focused on the following: <ul style="list-style-type: none"> <li>• A.S3a Develop PD series on understanding data-data based decision making</li> <li>• A.S3b Texi algorithm</li> <li>• A.S3c Develop campus wide evaluation process/ tool (e.g. Program Review)</li> <li>• A.S3d Develop and Coordinate Equity intervention efforts and development of research with 4CD, CCC, LMC</li> <li>• A.S3e Human Resources capacity for Planning and Research to track and evaluate integrated plan goals/outcomes (includes DVC and District personnel)</li> <li>• A.S3f Investigate/assess DVC's capacity to conduct research on Integrated Plan goals</li> <li>• A.S3g Develop research on the efficacy of accelerated courses</li> </ul> ?√		
Support research about the effects of student costs, transportation, and additional factors that may affect student success in college. *Update with current language for SP19 Equity Report* ???		
Share data and best practices presented at math and English professional development activities		
Facilitate and support the development and implementation of a DRWAC (Developmental Reading and Writing Across the Curriculum) Canvas site and workshop series for faculty. ?√		