WEST HILLS COLLEGE
L E M O O R E

Student Equity and Achievement Plan and Executive Summary 2019-2022

EXECUTIVE SUMMARY

INTRODUCTION

West Hills College Lemoore plays a critical role in providing opportunities for students in Kings County and parts of Fresno and Tulare County. The vast majority, over 60% of the students, are low income students and most are first in their family to attend college. As a college located in a rural region of California it serves as beacon of opportunity and a catalyst of economic improvement to the community it serves.

Activities outlined within the Student Equity plan are part of a guided pathways framework with the intent to drive student success for all students including identified Disproportionately Impacted (DI) groups. Faculty, staff and administrators are committed to closing the achievement gaps addressed in the plan by increasing student achievement within the following metrics: Access to successful enrollment, retention from fall to spring semester, transfer rate of students to a four-year institution, successful completion of transfer level English and math within the first year and vision goal completion.

COLLEGE MISSION AND VISION

Mission: West Hills College Lemoore serves a diverse community of students who seek affordable, accessible, relevant, and rigorous education. The college community is dedicated to student learning and achievement by providing quality courses that lead to certificates, associate degrees, transfer, and career pathways.

Vision: West Hills College Lemoore is committed to the relentless pursuit of student success.

PROCESS AND SCHEDULE

Progress on each of the metrics will be made on an ongoing basis through direct oversight by the Integrated Student Success Committee (ISSC). The college has established the ISSC which is a standing committee of the Planning and Governance Council (PGC). The PGC oversees and/or reviews all strategic planning efforts by the college. The main goal of the ISSC is to facilitate the decision process through the use of data and use of planning documents which promote student achievement. The ISSC is scheduled to meet every second Friday of each month (September –May) to discuss progress made on each of the reporting areas including progress made on the Student Equity plan.

Data collection and evaluation of each metric outlined in the plan will be done through the Data Team which is also a subcommittee of ISSC. The role of the data team is to review program data as it relates to progress made across various programs. This includes the Student Equity and Achievement program. The data team will monitor the level of impact made on each of the identified disproportionately impacted groups and provide a report by the end of the academic year to the Planning and Governance Committee.

The Student Equity Plan will be integrated with institutional goals. A pivotal strategy to address a clear path toward achieving campus goals is the implementation of guided pathways. A critical goal of guided pathways is to increase the rate at which underrepresented groups of students complete academic goals and achieve a degree, certificate or credential.

All activities outlined within the Student Equity plan align with guided pathways, known at the college as the Strong framework.   Metrics for the Student Equity Plan are connected within the "Strong Framework". Faculty, staff and administrators collaborate to develop programs and activities aimed at closing the achievement gap for students. An example of campus staff working together is through participation in professional development aimed at finding way to improve the guided pathways efforts on campus. These include several cohorts of faculty (along with staff and admin) attending regional Leading from the Middle conferences, creation of academic and vocational pathways including pathways for completion of transfer level English and Math within one year, expansion of Associate degrees for transfer to provide clear pathway for transfer student.

West Hills College Lemoore (WHCL) is committed to the relentless pursuit of student success. This commitment has lead us to become active participants in America's largest network of community colleges – Achieving The Dream (ATD). We seek to identify, understand, and address systemic inequities within higher education to increase social and economic mobility for all students and families. Through a data driven approach, ATD has allowed WHCL to make institutional changes targeting inequities for students. As an example, as of today, May 2, 2019, nearly 50% of our course sections have ZERO costs in textbooks as Open Educational Resources (OER). ATD has provided us with the necessary framework to address these inequities; tools such as our, now institutionalized, Data Team.

SUCCESS CRITERIA - COORDINATION ACROSS STUDENT EQUITY RELATED PROGRAMS

The overarching framework for all activities and programs is the Strong framework (guided pathways) mentioned above. Categorical programs are included within this framework and historically they have served as a model for most of the initiatives now taking place across the college.   The high contact case management approach to providing services leading to student success has been effective in addressing their student population whom also are identified as disproportionately impacted (DI) groups.

The use of technology has made the coordination of services provided to students more targeted and intentional. The college is now using Civitas Inspire for advisors to monitor student success metrics such as persistence, log outreach to students and to increase communication across campus programs. This includes faculty, staff and administration.

The Integrated Student Success Committee meets on a monthly basis to review data, progress made on activities, and make recommendations on improvements or adjustments needed.

Programs represented in the Integrated Student Success Committed include the Open Educational Resources (OER), Student Equity, Achieving the Dream, Title V, Pro-Active Student Support Program (PASS), and the Strong Framework (Guided Pathways).

The college recognizes challenges students may face outside of the classroom which affects access to education. Student equity includes the coordination of resources to address challenges such as mental health, housing and food insecurities among various programs on campus.   Coordination of faculty involvement across campus activities related to student equity play a pivotal role in ensuring success not only to bringing initiatives to scale but to creating a culture embracing student equity.   Below are a few examples of faculty involvement:

- Achieving the Dream—focus groups on campus and national conferences

- Open Educational Resources—local committee and presentations at the state, national, and international levels, hosting a Boot Camp for regional colleges, full-time OER librarian, faculty write their own textbooks when materials are unavailable.   Results are that nearly half of our offered sections are supported by no-cost or low cost course materials.

- Guided Pathways/Strong Framework—cohort of faculty (along with staff and admin) attending regional Leading from the Middle conference over the course of 5 years, creation of academic and vocational pathways including pathways for completion of transfer level English and Math within one year, expansion of Associate degrees for transfer to provide clear pathway for transfer students

- Faculty Flex Day—visits to the communities we serve, including West Hanford, Stratford, and Riverdale, interviews with graduates, Civitas training, expansion of Canvas usage, presentations on learning disabilities, including guest speaker

- Professional Development—group work on Strong Framework to bring District staff into the conversation, Vet Net Ally, Summer Innovate sessions focusing on the Strong Framework, understanding poverty and student success

- Career Preparation—hiring of full-time, tenure track Work Experience instructor

ALIGNMENT OF INSTITUTIONAL GOALS WITH CHANCELLORS OFFICE VISION FOR SUCCESS AND STUDENT EQUITY METRICS

The Planning and Governance Council (PGC), as the participatory governance body of the college, creates the processes for recommending College procedures and governance committee structures. To appropriately address student equity the PGC recommended that

goals align with the Chancellors Office Vision for Success. Specifically goal number 5 (**Goal 5: Closing Equity Gaps**) was used to determine how the college as a whole would address the Chancellor's Office vision for success metrics and furthermore integrate metrics identified under Student Equity for each area.

Groups Disproportionate Impact on the Vision for Success Metrics

- American Indian or Alaska Native
- Asian
- Black or African American
- Disabled
- Filipino
- Foster Youth
- Hispanic or Latino
- LGBT
- Male
- More than one race
- Native Hawaiian or other Pacific Islander
- Some other race
- Veteran

The tables 1.0 – 1.4 below are institutional set goals which promote success for all students. Similar to the Student Equity plan the college has identified disproportionately impacted groups within each area. Goals and activities outlined within the Student Equity plan are integrated with institutional goals which focus on completion, transfer and success after graduation from the college.

Table 1.0					
Goal 1A: AA/AS+ADT – Increase All Students Who Earned an Associates Degree					
College Goal Baseline	College Goal	DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
449	771	American Indian or Alaska Native	1	5	417%
		Male	137	305	123%
		Native Hawaiian or other Pacific Islander	1	2	131%

Table 1.1					
Goal 1B: Increase All Students Who Earned a CCCCO Approved Certificate (16+ Units)					
College Goal Baseline	College Goal	DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase

46	131	Asian	0	4	366%
		Filipino	1	4	267%
		Hispanic or Latino	19	76	301%
		LGBT	0	2	158%
		Male	12	52	332%
		Veteran	1	4	308%

Table 1.2					
Goal 1C: Attained the Vision Goal Completion Definition					
College Goal Baseline	College Goal	DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
NA	NA	American Indian or Alaska Native	1	3	158%
		Male	142	200	41%
		Native Hawaiian or other Pacific Islander	1	2	95%

Table 1.3					
Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer					
College Goal Baseline	College Goal	DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
72	385	Black or African American	2	21	966%
		Disabled	0	26	2588%
		Foster Youth	0	6	583%
		More than one race	1	11	964%
		Some other race	0	9	905%
		Veteran	0	12	1199%

Table 1.4					
Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution					
College Goal Baseline	College Goal	DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
268	322	Black or African American	11	16	44%
		Disabled	8	18	130%
		LGBT	2	4	98%
		Veteran	3	11	269%

STUDENT EQUITY AND GUIDED PATHWAYS (STRONG FRAMEWORK)

A critical goal of guided pathways is to increase the rate at which underrepresented groups of students complete academic goals and achieve a degree, certificate or credential.   Faculty, staff and administrators collaborate to develop programs and activities aimed at closing the achievement gap for students. All activities outlined within the Student Equity plan align with guided pathways, also known at the college as the "Strong framework".   Metrics for the Student Equity Plan also are connected within the Strong Framework.   Staff collaborate through participation in professional development aimed at finding ways to improve the guided pathways efforts on campus. Examples of such collaboration include several cohorts of faculty (along with staff and admin) attending regional Leading from the Middle conferences, creation of academic and vocational pathways including pathways for completion of transfer level English and Math within one year, expansion of Associate degrees for transfer to provide clear pathway for transfer student.

Table 2.0 below outlines the objectives for each of the areas within the strong framework and how each of the metrics for the Student Equity plan align with the framework.

Table 2.0		
Strong Framework (Guided Pathways)	**Objectives**	**Student Equity Metrics**
Get Strong	Prepare students to enroll in educational or career pathway by clearly defining the process of enrolling and choosing a program	• Access: Successful Enrollment
Start Strong	Provide guidance necessary for students educational goal or career pathway	• Access: Successful Enrollment into correct pathway leading to major or career
Stay Strong	Support student persistence during educational or career pathway	• Retention Fall to Spring • Completion of Transfer Level English and math
Finish Strong	Foster student completion of educational or career pathway	• Vision Goal Completion • Transfer to four-year institution

METHODOLOGY FOR DATA

The following tables used for the Student Equity Goals (Disproportionately Impacted Groups) indicate which subpopulations, further disaggregated by gender for each of the Student Equity and Achievement Plan metrics. If a subpopulation has negative disproportionate impact, they are flagged with "DI". Only subpopulations with at least one DI flag and have at least 10

students in the denominator are displayed in each table. The baseline year, in accordance with the California Community College Chancellors Office (CCCCO) guidance is 2017-18 with the exception of the Transfer to Four-Year institution metric which will use 2016-17 as the baseline data.

Two methodologies were applied to determine disproportionate impact for Transferred to Four-Year and Attained Vision Goal Completion metrics. The Proportionality Index (PI) calculates if there were fewer students in an outcome group than in the starting group. For PI, substantive DI is found when the PI index is 0.80 or less. The percentage point gap (PPG) method was applied to determine negative disproportionate impact for Enrolled in the Same College (Successful Enrollment), Retained Fall to Spring, and Completion of Transfer Level Math and English metrics. The percentage point gap (PPG) method subtracts the overall percentage from the percentage of the disaggregated subgroup. The PPG must be larger than the calculated margin of error (MoE) and it must also be 2% or larger.

GOALS OUTLINED IN STUDENT EQUITY PLAN

Overall Student Population

The Student Equity plan template provided by the CCCCO requires baseline data to be from the 2016-2017 academic year. The goals outlined table 3.0 below represent an increase in the overall number of students for each of the metrics by the 2021-2022 academic year.

Table 3.0 – Overall Student Population			
Metric	Baseline	Goal by 2022	Change in Percent
Access: Enrolled in the Same Community College	3417	4204	23%
Retention: Retained from Fall to Spring at the same College	3071	3321	8%
Transfer to a Four-Year Institution	488	650	33%
Completion of Transfer Level Math and English within the District in First Year	84	278	230%%
Attained the Vision of Goal Completion	547	853	56%

STUDENT EQUITY GOALS AND ACTIVITIES FOR OVERALL STUDENT POPULATION

Table 3.1 below provides a visual of which activities will be implemented (or are already implemented) to assist in increasing student success for each of the metrics.

Table 3.1 Goals and Activities for Overall Student Population				
Metric	Baseline Data for Overall	Goals for Overall	Change in Percent	Activities

	Student Population	Student Population		
Access: Successful Enrollment in the Same College	3417	4204	23%	1. Offer Interdisciplinary courses (IS 002) focusing on career planning during student's senior year of HS. 2. College Promotion- continue to engage students at our local feeder schools by promoting academic and non-academic aspects of the college through college and career fairs, classroom presentations and through other group or individual activities. 3. Pre-enrollment services – assist students in the enrollment process from the time they apply to the college to the time they register for their courses. 4. Review and adjust admissions processes at the college to remove potential systematic barriers to students. 5. Communication Plans (Nudges) – develop targeted messages to prospective students through coordinated campaigns with various college constituents. 6. Target more adult students at our various adult school sites and through programs on campus who work with adults (ESL, Adult Education, Non-Traditional students, Quick Path). 7. Address financial constraints (FAFSA, OER, AB 19, and Parking) by providing opportunities for more students to apply for financial aid and other resources on campus. 8. Ask the Integrated Student Success Committee (ISSC Data Team) to disaggregate data for adult students vs traditional students 9. (OER) Promote Zero Textbook Cost Degree (ZTCD) Pathways 10. (OER) Identifiable ZTC/Low-cost course sections in course schedule 11. IS-001 & IS-002 for veterans (will include accessing veteran's resources) 12. Preview Day for veterans and other re-entry/non-traditional students (like Eagle Dayz)

				13. Book lending library for non-OER courses and emergency fund for veterans 14. Summer bootcamp/boots-to-book program for veterans 15. Technology Committee review of campus technology project to meet accessibility for DI student population 16. Training to assist students, staff and faculty how to use current technology available and maximize use. 17. Ensure College website is student friendly and program pages are easy to navigate. 18.
Retention: Retained from Fall to Spring at the same College	3071	3321	8%	1. Financial support – provide students more opportunities to fill out a FAFSAs and apply for state aid. This includes all programs under the California Student Aid Commission. Including Dreamers. 2. Student engagement – encourage student to become engaged with activities hosted by the college, including clubs, organizations, student government, school spirit events, and others. 3. Faculty/Staff professional development – emphasizing culturally sensitive pedagogy and multiple learning modalities 4. Non-academic support addressing mental health, food insecurities, transportation for DI student groups. 5. Intrusive counseling 6. Alternative class scheduling 7. Case management 8. Get strong registration (Reg. 365) 9. Communication (Nudges) 10. Stay Strong academic support – Supplemental Instruction (SI Leaders), both for students online or on campus. 11. Academy/Cohorts 12. AB 705 (Math/English/ESL) 13. Ask the ISSC Data Team to disaggregate part-time vs. full-time students, online vs. in-person, and by educational goal 14. (OER) Increase ZTC/Low-Cost course offerings to lower financial barriers

				15. Mental Health & Wellness events for veterans 16. Make connection between the classroom and the work place (WIN center) 17. Suicide prevention trainings for staff and students 18. Increase partnerships with veteran organizations; have set office space for the VA and other veteran organizations to come on campus regularly and assist veterans 19. Veteran-to-veteran peer mentoring 20. Hire veteran tutors 21. Dual Enrollment – IS 002 22. Training to assist students, staff and faculty how to use current technology available and maximize use. 23.
Transfer to a Four-Year Institution	488	650	33%	1. Finish Strong activities supporting transfer to a four-year institution 2. Transfer Center/Transfer Culture 3. Stay Strong Case management 4. Increase articulation between campus to provide students more choices of schools accepting coursework 5. Pathways to four-year institutions 6. Associate Degrees for Transfer (ADTs) 7. Wear college t-shirts on transfer day 8. Transportation to 4-year (Amtrak) 9. Financial planning for 4-year institutions 10. Campus Tours to Colleges 11. (OER) Increase number of ZTCD Pathways for transfer (AS-T, AA-T) 12. Transfer workshops events specific to veterans (how to get connected with VRCs, transfer GI Bill, veteran clubs/organizations at the universities)
Completion of Transfer Level Math and English within the District in First Year	84	278	230%	1. Offer co-requisite/support courses to assist students in completing college level courses. 2. Ensure appropriate math and English pathway 3. Get Strong Registration events 4. Professional development for faculty

				5. Classroom redesign/relevant and engaging instruction 6. High school partnerships 7. Ask ISSC to disaggregate math vs. English 8. Stay Strong academic support – Supplemental Instruction (SI Leaders) and Academic Center of Excellence (ACE), both for students online or on campus. 9. Peer Mentors (Veterans, Student Ambassadors).
Attained the Vision of Goal Completion (Earned credit certificate or associate degree within 3 years)	547	853	56%	1. (OER) Increase focus on OER adoption in CTE areas 2. (OER) Increase number of ZTCD Pathways for transfer (AS-T, AA-T) and certificates over 18 units. 3. Ensure appropriate math and English pathway 4. Civitas Inspire for Advisors case management 5. Success team advising 6. Schedule Transfer Fairs 7. Student events (on and off campus) 8. Success teams: transfer counseling (ADTs) 9. Connection to Career 10. Continue to auto award degrees and certificates 11. Expand dual enrollment to provide more opportunities to start programs while in high school 12. Expand services through Veterans Upward Bound 13. Employ technology that allows student and staff to monitor progress towards completion 14. Support activities for Veteran Resource Center.

GOALS FOR DISPROPORTIONATELY IMPACTED (DI) STUDENT GROUPS

Table 4.1 - Retention: Retained from Fall to Spring at The Same Community College					
College Goal Baseline	College Goal	DI Student Group	# in 2016-17 (*Total Student in Category*)	Expected # in 2021-22	% Increase
3071	3321	First Generation Students (All)	1,478 (2,171)	1,800	21%
		LGBT (Male)	37 (155)	55	47%
		LGBT (Female)	78 (268)	97	24%
		Some Other Race (Male)	6 (246)	91	1416%
		Black or African American (Female)	120 (389)	137	14%
		Some Other Race (Female)	4 (571)	208	5100%
		Disabled (Female)	47 (187)	68	47%
		Asian (Female)	92 (187)	110	20%

Table 4.2 Transfer: Transfer to a Four-Year University					
College Goal Baseline	College Goal	DI Student Group	# in 2016-17 (*Total Student in Category*)	Expected # in 2021-22	% Increase
488	650	Disabled (Female)	11 (163)	16	45%
		American Indian or Alaska Native (Female)	1 (25)	5	400%
		Native Hawaiian or Other Pacific Islander (All)	1 (16)	4	300%
		Foster Youth (Female)	5 (65)	7	40%
		Foster Youth (Male)	1 (18)	2	100%
		LGBT (Female)	3 (41)	4	33%
		LGBT (Male)	1 (16)	2	100%

Table 4.3 - Completion of Transfer Level Math and English within the District in First Year					
College Goal Baseline	College Goal	DI Student Group	# in 2016-17 (*Total Students in Category*)	Expected # in 2021-22	% Increase
84	278	Disabled (Female)	0 (24)	3	300%

		American Indian or Alaska Native (Female)	0 (12)	2	200%
		Black or African American (Female)	0 (19)	3	300%
		Black or African American (Males)	0 (11)	3	300%
		LGBT (Male)	0 (10)	3	300%

Table 4.4 - Attained the Vision of Goal Completion					
College Goal Baseline	College Goal	DI Student Group	# in 2016-17 (*Total Student in Category*)	Expected # in 2021-22	% Increase
547	853	Disabled (Male)	10 (299)	17	70%
		Black of African American (Female)	11 (265)	15	36%
		Black or African American (Male)	8 (218)	12	36%
		More than one race (Female)	6 (159)	8	33%
		More than one race (Male)	5 (121)	7	40%
		Native Hawaiian or Other Pacific Islander (Male)	0 (10)	3	300%
		LGBT (Male)	1 (50)	3	200%
		LGBT (Female)	4 (115)	6	50%

ACTIVITIES FOR DISPROPORTIONATELY IMPACTED STUDENT GROUPS

Table 5.0 - Activities that support Disproportionately Impacted (DI) student groups	
Metric	**Activities**
Access: Successful Enrollment in The Same College	1. Offer Interdisciplinary courses (IS 002) focusing on career planning during student's senior year of HS, with an added focus on DI groups. 2. College Promotion- continue to engage students at our local feeder schools by promoting academic and non-academic aspects of the college through college and career fairs, classroom presentations and through other group or individual activities. 3. Pre-enrollment services – assist students in the enrollment process from the time they apply to the college to the time they register for their courses. 4. Communication Plans (Nudges) – develop targeted messages to prospective students through coordinated campaigns with various college constituents. 5. Target more adult students at our various adult school sites and through programs on campus which work with adults.

	6. Address financial constraints (FAFSA, OER, AB 19, and Parking) by providing opportunities for more students to apply for financial aid and other resources on campus. 7. (OER) Promote Zero Textbook Cost Degree (ZTCD) Pathways 8. (OER) Identifiable ZTC/Low-cost course sections in course schedule 9. IS-001 & IS-002 for veterans (will include accessing veteran's resources) 10. Preview Day for veterans and other re-entry/non-traditional students (like Eagle Dayz) 11. Book lending library for non-OER courses and emergency fund for veterans Summer bootcamp/boots-to-book program for veterans 12. Technology Committee review of campus technology project to meet accessibility for DI student population 13. Ensure College website is student friendly with easy to navigate program pages that include full program sequencing, career outlook and transfer opportunities, especially for those DI groups without prior experience in higher education
Retention: **Retained from Fall to Spring at the same College**	1. Financial support – provide students more opportunities to fill out a FAFSAs and apply for state aid. This includes all programs under the California Student Aid Commission. Target DI impacted student populations. 2. Student engagement – encourage DI student to become engaged with activities hosted by the college, including clubs, organizations, student government, school spirit events, and others. 3. Provide faculty professional development on strategies to foster success for first generation students. 4. Provide Non-academic support to address life challenges students may be facing such as mental well-being, food insecurities. 5. Intrusive counseling through Civitas Inspire for Advisors and incorporate a case management approach to providing services to students 6. Provide students information about alternative class scheduling strategies which allow students to take an optimal number of units per semester. 7. Get strong registration (Reg. 365) - Host registration events to assist DI student population(s) 8. Communication (Nudges) to DI populations 9. Academy/Cohorts 10. AB 705 (Math/English) - implement a clear path for students to follow. 11. Ask the ISSC Data Team to disaggregate part-time vs. full-time students, online vs. in-person, and by educational goal 12. (OER) Increase ZTC/Low-Cost course offerings to lower financial barriers 13. Mental Health & Wellness events for veterans 14. Suicide prevention trainings for staff and students 15. Increase partnerships with veteran organizations; have set office space for the VA and other veteran organizations to come on campus regularly and assist veterans 16. Veteran-to-veteran peer mentoring 17. Hire veteran tutors

Transfer to a Four-Year Institution	1. Develop Finish Strong activities promoting completion of courses 2. Transfer Center/Transfer Culture 3. Stay Strong Case management 4. Pathways to four-year institutions 5. Associate Degrees for Transfer (ADTs) 6. Interdisciplinary Studies – career planning course (Get Strong) 7. Transfer Planning class 8. Wear college t-shirts on transfer day 9. Transportation to 4-yer (Amtrak) 10. Financial planning for 4-year 11. Non-academic support (Stay Strong) 12. Campus Tours to Colleges 13. (OER) Increase number of ZTCD Pathways for transfer (AS-T, AA-T) Transfer workshops events specific to veterans (how to get connected with VRCs, transfer GI Bill, veteran clubs/organizations at the universities)
Completion of Transfer Level Math and English within the District in First Year	1. Offer co-requisite courses to assist students in completing college level courses. 2. Stat pathway 3. Get Strong Registration 4. Professional development for faculty 5. Classroom redesign/culturally relevant and engaging instruction for DI groups 6. High school partnerships 7. Promote math as being a fun subject. 8. Ask ISSC to disaggregate math vs. English 9. (OER) Use of OER in course re-design to allow for contextualization by faculty
Attained the Vision of Goal Completion (Earned credit certificate or associate degree within 3 years)	1. (OER) Increase focus on OER adoption in CTE areas 2. (OER) Increase number of ZTCD Pathways for transfer (AS-T, AA-T) and certificates over 18 units. 3. Pathways 4. Civitas Inspire for Advisors case management 5. Success team advising 6. Schedule Transfer Fairs 7. Student events (on and off campus) 8. Success teams: transfer counseling (ADTs) 9. Connection to Career 10. Continue to auto award degrees and certificates 11. Expand dual enrollment to provide more opportunities to start programs while in high school

PROGRAM ACCOUNTING

1000's Funds

For the period including fiscal years 2015 – 2018, the college expended $261,550 in the 1000 fund category. These funds were allocated to salaries for the equity coordinator, a portion for each of the dean of students, associate dean of categorical programs and dean of educational services.

2000's Funds

For the period including fiscal years 2015-2018, the college expended $460,683 in the 2000 fund category. These funds were allocated to classified staff that support the program through advising, tutor training and support, success mentors and variety of other academic supports. They also supported the program by funding our supplemental instructors in support of basic skills English and math courses.

3000 Funds

For the period including fiscal years 2015-2018, the college expended $296,240 in the 3000 fund category. These funds were allocated to benefits for all staff wholly or in part by the program and commensurate to their level effort.

4000 Funds

For the period including fiscal years 2015-2018, the college expended $31,108.03 in the 4000 fund category. These funds were allocated to cover supplies for events and to purchase branded materials to support college activities related to access improvement.

5000 Funds

For the period including years 2015-2018, the college expended $130,909.97 in the 5000 fund category. These funds were allocated to conference travel for faculty, staff and administration.   It was also allocated to student travel to events such as leadership training through the

The tables below provide an overview of allocation of funds and how each has been expended between for the 2015-2016, 2016-2017 and 2017-2018 academic years.

2015-2016 Student Equity Funds Expended		
	Sum of YTD Budget	Sum of YTD Actual
1000 (Academic Salaries)	143,063.20	133,329.32
2000 (Classified and Other Nonacademic Salaries	122,183.85	122,826.32
3000 (Employee Benefits)	85,121.00	81,990.84
4000 (Supplies and Materials)	22,824.52	17,936.80
5000 (Other Operating Expenses and Services)	88,255.43	61,740.63
Total	**461,448.00**	**417,823.91**

2016-2017 Student Equity Funds Expended		
1000 (Academic Salaries)	93,239.48	66,562.22
2000 (Classified and Other Nonacademic Salaries	158,263.77	158,263.77
3000 (Employee Benefits)	97,808.38	97,808.38
4000 (Supplies and Materials)	7,657.89	6,681.91
5000 (Other Operating Expenses and Services)	64,119.48	64,119.48
Total	**421,089.00**	**393,435.76**

2017-2018 Student Equity Funds Expended		
1000 (Academic Salaries)	77,578.00	61,658.70
2000 (Classified and Other Nonacademic Salaries	189,188.00	179,593.18
3000 (Employee Benefits)	145,901.00	116,441.15
4000 (Supplies and Materials)	-	6,489.32
5000 (Other Operating Expenses and Services)	-	5,049.86
Total	**412,667.00**	**369,232.21**

COLLEGE OFFICIAL CONTACT

Point of contact:
Name: Val Garcia
Title: Vice President of Student Services
Email Address: valgarcia@whccd.edu
Phone: 559.325.3331

Alternate Point of Contact:
Name: Elmer Aguilar
Title: Dean of Student Services
Email Address: elmeraguilar@whccd.edu
Phone: 559.325.3127

STUDENT EQUITY PLAN WORKGROUP

First Name	Last Name	Title/Position
Elmer	Aguilar	Dean of Student Services
Callie	Branan	Director of Veteran Upward Bound
Kyle	Crider	Director of Accreditation, Research, Institutional Effectiveness and Planning
Leslie	Flaming	Research Analyst
Val	Garcia	Vice President of Student Services
Maria De La Luz	Gonzalez	DSPS Counselor
Nestor	Lomeli	Director of Admissions and Records
Ron	Oxford	Librarian
Rene	Paredes	History Instructor
Monica	Reynoso	Coordinator of Special Grants