



College of the Siskiyous

Student Equity Executive Summary

The Student Equity program is geared toward addressing the disproportionate impact of identified student groups. Disproportionate impact is when a population of students significantly underperforms the highest performing group of students. At College of the Siskiyous, these groups are identified as Native American/American Indian, Foster Youth, Hispanic, Black/African American, Disabled, Veterans and low-income students.

The Student Equity program collaborates and works in partnership with other categorical programs, such as SSSP, EOPS, Foster Youth, Veterans Counseling, and Basic Skills. Student Equity’s primary focus is to provide outreach to identified groups and direct support to students that will meet student basic needs (such as food insecurity, book and supply costs, and student transportation costs). The services Student Equity provides cannot be supplied by other categorical programs (or, as in EOPS, can only serve limited number of students) due to funding and program limitations per Title V and Ed Code.

Listed below are the direct services and resources budgeted provided to students in identified cohorts:

Goals and Activities to Achieve Goals	Resources Budgeted to Achieve Goals
<p>INCREASE <u>ACCESS</u> FOR IDENTIFIED STUDENT GROUPS</p> <p><i>Targeted recruitment, outreach and staff development that focus on identified student groups.</i></p> <ul style="list-style-type: none"> • Reach out to neighboring tribal higher education coordinators to collaborate on college outreach and recruitment, and FAFSA completion. • Staff development for Foster Youth coordinator • Facilitate “Family Night” application (COS and FAFSA) workshops at area schools. • Veterans counselor staff development 	<p><i>Resources Budgeted: travel, food, staff development</i></p> <ul style="list-style-type: none"> • Travel costs to meet with tribal coordinators • Travel to conferences to work with other Foster Youth agencies and schools • Travel and food for prospective students at Family Night application workshops • Registration and travel for Veterans’ counselor for staff development in Veterans issues
<p>INCREASE <u>COURSE, BASIC SKILLS AND DEGREE/CERTIFICATE COMPLETION</u> FOR IDENTIFIED STUDENT GROUPS</p> <p><i>Address basic needs of students that will allow them to focus on academics. Refer students to other Student Services to address other needs (EOPS, SSSP, tutoring, etc.)</i></p> <ul style="list-style-type: none"> • Food pantry, sack lunches, meal tickets • “Student Success” packs (charger, lunch bags, etc.) • Book vouchers for EOPS students who have “timed out” and Student Equity eligible 	<p><i>Resources Budgeted: food, supplies for students, book vouchers, faculty stipends, publication cost, staff development</i></p> <ul style="list-style-type: none"> • Funding for sack lunches, meal tickets to cafeteria and food pantry • Purchase supplies for success packs • Fund book vouchers for Student Equity eligible Siskiyou Promise recipients and “timed-out” EOPS students nearing



College of the Siskiyous

<p>Siskiyou Promise students.</p> <ul style="list-style-type: none"> • Extended Orientation (student success skills) • Create and maintain community resource guide that identifies community and COS resource referrals • Monitor academic progress of identified cohorts • Partner with HR for staff development activities • Support Foster Youth “Meet-Ups” with luncheon. 	<p>graduation.</p> <ul style="list-style-type: none"> • Fund stipends, student travel, student supplies and meals for students attending Extended Orientation. • Cost of publishing resource guide • Share cost of staff development activities addressing issues affecting diversity with HR • Cost of luncheons for students attending Foster Youth “Meet-Ups.”
<p>INCREASE TRANSFER GOING RATES OF IDENTIFIED STUDENT GROUPS</p> <p><i>Provide opportunities for students in identified cohorts to learn about transfer and California universities.</i></p> <ul style="list-style-type: none"> • Partner with Upward Bound on CSU visits • Notify students of when University reps are on campus. Host “pizza party” for students meeting with rep. • Invite students nearing transfer to attend Family Night application workshops 	<p><i>Resources Budgeted: Travel cost of students for University visits, food</i></p> <ul style="list-style-type: none"> • Student travel costs to UC Davis, Chico State and HSU. • Fund food for students who meet with UC Davis reps on-campus visit • Cost of food for students attending application workshops.
<p><u>ALL GOALS</u></p> <p><i>Provide staffing to implement and coordinate services. Obtain data to measure student success and success of activities.</i></p>	<p><i>Resources Budgeted: Salary and benefits for full-time Student Equity Specialist, and portions of salary and benefits for a Foster Youth Success Program Coordinator, Financial Aid Student Services Specialist, Student Equity Coordinator and Director of Institutional Research.</i></p>

Student Equity Expenditures for 2014-15, 2015-16, and 2016-17 and Progress Toward Goals

EXPENDITURES 2014-15 THROUGH 2016-17	
Staffing	\$162,056
Student food and transportation	\$6,739
Student supplies	\$20,242
Staff development	\$14,659
Outreach	\$6,921
Siskiyou Promise	\$25,650
Other i.e. Data Warehouse (encumbered), online tutoring	\$116,115

ACCESS:

The Student Equity Access goals have been met. There has been an increase in underrepresented ethnic groups, including Native Americans, as well as an increase in Veterans and Foster Youth.



College of the Siskiyous

COURSE COMPLETION

The Student Equity goals for course completion had mixed results. There was an increase in the percentage of Hispanic and Multi-ethnicity student groups, but a decrease in Native American course completion.

DEGREE/CERTIFICATE COMPLETION

College of the Siskiyous did not meet our Degree/Certificate completion goals. There was a decrease in Native American and Hispanic course complete rates.

BASIC SKILLS COURSE

English

We had mixed results. There was an increase in the percentage of Native American and Black

students who completed a transfer-level English course within two years, but not for the Pacific-

Islander students. Please note that both Native American and Pacific-Islander groups were small sample sizes.

Math

The Student Equity goals were met. There was an increase in the percentage of Native American,

Pacific-Islander and Black students who completed a transfer-level Math course within two years.

Again, Native American and Pacific-Islander students were a small sample size.

TRANSFER

The results for Transfer goals were mixed. The transfer rate within six years for Disabled Individuals and Pacific-Islander students increased but decreased for Native Americans.

For more detailed information regarding the goal outcomes, please refer to Part II, Question 1 of this plan.

Point of Contact:

Name Melissa Green
Title Vice President of Student Services
Email Address mgreen8@siskiyous.edu
Phone 530-938-5286