Student Equity Executive Summary

Introduction

Butte College’s Student Equity Program is committed to fostering diversity, inclusion, and equity while promoting a campus learning environment that encourages and supports students in persisting toward their educational goals by increasing their access, ESL/Basic Skills completion, course completion, degree/certificate completion, and transfer rates. The Student Equity Program champions the rights of all students to meaningful educational opportunities and works to define and secure the full range of resources, supports, and services necessary to provide these opportunities to disproportionately impacted students. The Student Equity Program also provides leadership and accountability to resolve systemic inequities for Butte College students through engaged research, community outreach, professional development, expanded pathways for access and success, and the promotion of an inclusive and engaging campus climate.

In order to improve outcomes for disproportionately impacted student groups, Butte College is committed to becoming an equity-minded institution. Based on the “equity-mindedness” research done by USC’s Center for Urban Education, our Student Equity Program is structured around five guiding principles:

1. **Evidence Based**: an obligation to 1) continually examine disproportionate impact phenomena in context to reveal culturally embedded root causes, 2) prioritize the voices and lived experiences of students, and 3) evaluate the effectiveness of student equity activities in closing equity gaps and improving outcomes.

2. **Race Conscious**: an awareness of the historical context of exclusionary policies and practices in higher education and a commitment to taking action to remove racialized barriers to success.

3. **Institutionally Focused**: a recognition that the college is responsible for the inequities revealed by student equity data and that the college is accountable for addressing these inequities. If every system is perfectly designed to get the results that it gets, then the college must redesign itself to eliminate inequities in student outcomes.

4. **Systemically Aware**: an understanding that to close equity gaps, all personnel in all departments must be invested in equitizing the institution. Equity efforts must permeate the whole system to create lasting change.

5. **Equity Advancing**: a commitment to collaborative, coordinated efforts to evaluate qualitative and quantitative student equity data and develop activities that address the unique challenges of disproportionately impacted students.

During the 2016-2017 academic year, the Student Equity Committee created “equity workgroups” to review relevant quantitative and qualitative equity data for certain student groups and make recommendations for activities to close equity gaps for those groups. Based on current equity gap data, the recommendations of the Student Equity Committee, and the lack of approved activities for specific racial groups, the Student Equity Program will focus specifically on developing activities to improve course completion, degree/certificate completion, and transfer outcomes for African American, Native American, and Hispanic students.
2017-2019 Integrated Planning Goals

Butte College’s 2017-2019 Integrated Plan has been developed to ensure that the SE, BSI, and SSSP programs are coordinating both their efforts and resources to maximize student success and close equity gaps. The Integrated Plan identifies five common goals for all three programs:

1. Support students to start strong
2. Close equity gaps
3. Support student completion
4. Develop a campus culture of data-based inquiry
5. Increase student engagement

These Integrated Plan goals align with student equity’s five success indicators: access, course completion, ESL/basic skills completion, degree/certificate completion, and transfer. The Student Equity Program activities outlined below are designed to mitigate disproportionate impact for the student populations defined by the college’s equity data while also supporting larger institutional student success goals as defined by the 2017-2019 Integrated Plan.

2017-2019 Student Equity Goals

Access

Access Equity Gaps and Goals:

<table>
<thead>
<tr>
<th>Area</th>
<th>Population</th>
<th>Gap</th>
<th>Previous Gap</th>
<th>Progress</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Veterans (18-34)</td>
<td>N/A</td>
<td>-1.4</td>
<td>-5.0</td>
<td>Previous goal achieved.</td>
</tr>
<tr>
<td></td>
<td>Veterans (35-54)</td>
<td></td>
<td></td>
<td></td>
<td>No gap by 2020</td>
</tr>
<tr>
<td></td>
<td>DSPS (18-34)</td>
<td>-0.9</td>
<td>-10.3</td>
<td>Positive progress shown.</td>
<td>No gap by 2020</td>
</tr>
<tr>
<td></td>
<td>DSPS (35+)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An access gap exists for students with disabilities. Because the likelihood and frequency of disability within a population tends to increase with age, access for this group was broken down and compared to Census data by age group. At Butte College, the majority of the students served by Disabled Student Programs & Services (DSPS) are in the younger age group examined (18-34), which is also the group that aligns with the typical college-going age. Although most students served are in this younger group, an access gap still appears for those 35 and older. It is possible that barriers may still exist among this population which prevent them from being aware of or accessing these services at Butte College.

Similar to the DSPS group, veteran students were also looked at in age groups to help give a more accurate idea of where an access gap may or may not exist. A strong majority of the veteran population attending Butte College is under 35 years of age, while the opposite is true for the service area population. When compared to younger veterans within the area, access is very strong for younger veterans at Butte but low for older veterans. Because
older veterans living in the service area are out of the typical college-going age, this is a population that may be far less likely to enroll at the college.

Although only these populations appear disproportionately served upon analysis of area demographics, special attention must be drawn to Butte College’s two largest minority populations:

- Hispanic / Latino
- Asian

Area economic and demographic reports have found that these populations have grown considerably over the past 10-15 years. Hispanic populations in Butte County saw a 54% growth from 2000 to 2012, larger than the statewide growth for this population, while Asians in Butte County saw a growth of 49%.

At Butte College, the Hispanic population has continued on a steady growth pattern, increasing by 1-2% each year. Fall of 2016 data is no exception to this pattern, as over 25% of the overall student population identified as Hispanic. While many of these students speak English as a first or second language quite comfortably, recent campus survey data has revealed that Spanish and Hmong are the two languages most frequently spoken by non-native English speakers at Butte College. Butte College is on track to becoming a designated Hispanic-Serving Institution and will continue recruiting Hispanic students to reach that designation.

Due to these additional service area considerations and the fact that Butte College has both a non-credit ESL program and offers a Spanish-language Early Childhood Education certificate, equity efforts on campus relating to access have also focused considerably on removing barriers to access and improving retention efforts among these populations.

### Access Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Gap Addressed</th>
<th>Activity Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD Testing for Students</td>
<td>DSPS Access</td>
<td>$36,986.34</td>
</tr>
<tr>
<td>Veterans Program Special Clerk</td>
<td>Veterans Access</td>
<td>$41,248.83</td>
</tr>
<tr>
<td>Bilingual Call Center Rep</td>
<td>ESL/Spanish Language Programs Support</td>
<td>$39,117.12</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>$117,352.29</strong></td>
</tr>
</tbody>
</table>

### Course Completion

#### Course Completion Equity Gaps and Goals:

<table>
<thead>
<tr>
<th>Area</th>
<th>Population</th>
<th>Gap</th>
<th>Previous Gap</th>
<th>Progress</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE COMPLETION</td>
<td>African American</td>
<td>-7.7</td>
<td>-10.1</td>
<td>Positive progress shown.</td>
<td>Gap ≤ 5 points by 2020</td>
</tr>
<tr>
<td>All Credit Courses</td>
<td>Native American</td>
<td>-2.8</td>
<td>-2.9</td>
<td>No progress.</td>
<td>No gap by 2020</td>
</tr>
<tr>
<td></td>
<td>Multi-Ethnic</td>
<td>-7.2</td>
<td>-10.0</td>
<td>Positive progress shown.</td>
<td>Gap ≤ 5 points by 2020</td>
</tr>
<tr>
<td></td>
<td>Foster Youth</td>
<td>-20.4</td>
<td>-19.2</td>
<td>No progress.</td>
<td>Gap ≤ 15 points by 2020</td>
</tr>
</tbody>
</table>
Gender disparities not shown in the table above:

- Native American males: -11.4 point gap
- Multi-ethnic females: -9.0 point gap
- Pacific Islander females: -5.5 point gap
- Hispanic/Latino males: -5.2 point gap

Though many early Student Equity activities were applied more broadly than was ideal, a number of race-conscious activities started with our African American and Multi-Ethnic students (many of whom identify as Black/biracial). Examples of this include sponsored student trips to Historically Black Colleges & Universities (HBCUs) and the revitalization of the campus Black Student Union club. While African American and Multi-Ethnic course completion gaps have grown smaller, these populations do remain priorities as we move forward, and we are seeking to model future activities after work we have done with these populations that has shown success.

The populations who show the most persistent gaps are foster youth, African American, Native American, and Multi-Ethnic students. Although Hispanic / Latino students have higher completion rates overall, any gaps experienced by this population are notable due to the very large size and growth of the population, and the large proportion who identify as first generation.

The Student Equity Program is currently focusing the majority of its course completion work towards these groups.

**Course Completion Activities:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Gap Addressed</th>
<th>Activity Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspiring Scholars Staff and Program Support</td>
<td>Foster Youth Course Completion</td>
<td>$152,618.67</td>
</tr>
<tr>
<td>Student Athlete Success Program Lending Library/School Supplies</td>
<td>African American/Multi-Ethnic Student Course Completion</td>
<td>$6,000</td>
</tr>
<tr>
<td>Summer Bridge Support</td>
<td>African American / Native American / Asian / Multi-Ethnic Student Course Completion</td>
<td>$13,578.96</td>
</tr>
<tr>
<td>Child Development Center Childcare Support</td>
<td>Foster Youth / African American / Native American / Multi-Ethnic / Veteran Student Course Completion</td>
<td>$75,154.05</td>
</tr>
<tr>
<td>Retention Program Support</td>
<td>Foster Youth / African American / Native American / Multi-Ethnic Student Course Completion</td>
<td>$49,145.57</td>
</tr>
<tr>
<td>Communication Studies Support</td>
<td>Foster Youth</td>
<td>$11,153.28</td>
</tr>
<tr>
<td>Library “Laptops and Wi-Fi to Go”</td>
<td>Foster Youth / African American / Native American / Asian / Multi-Ethnic / Veteran / DSPS Student Course Completion</td>
<td>$7,550.00</td>
</tr>
</tbody>
</table>
Basic Skills/ESL Completion

Basic Skills/ESL Completion Equity Gaps and Goals:

<table>
<thead>
<tr>
<th>Area</th>
<th>Population</th>
<th>Gap</th>
<th>Previous Gap</th>
<th>Progress</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASIC SKILLS English</td>
<td>• African American</td>
<td>-2.9</td>
<td>-8.7</td>
<td>Positive progress shown.</td>
<td>Gap ≤ 6 points by 2025</td>
</tr>
<tr>
<td></td>
<td>• Native American</td>
<td>-12.2</td>
<td>-8.2</td>
<td>Gap has widened.</td>
<td>Gap ≤ 10 points by 2025</td>
</tr>
<tr>
<td></td>
<td>• Asian (males)</td>
<td>-5.4</td>
<td>+5.4</td>
<td>Gap has widened.</td>
<td>No gap by 2025</td>
</tr>
<tr>
<td></td>
<td>• Pacific Islander</td>
<td>-5.1</td>
<td>-0.3</td>
<td>Gap has widened.</td>
<td>No gap by 2025</td>
</tr>
<tr>
<td></td>
<td>• DSPS (males)</td>
<td>-9.9</td>
<td>-0.6</td>
<td>Gap has widened.</td>
<td>No gap by 2025</td>
</tr>
<tr>
<td></td>
<td>• Low Income</td>
<td>-2.5</td>
<td>-3.2</td>
<td>Positive progress shown.</td>
<td>No gap by 2025</td>
</tr>
<tr>
<td>BASIC SKILLS Math</td>
<td>• African American</td>
<td>-13.2</td>
<td>-2.9</td>
<td>Gap has widened.</td>
<td>Gap ≤ 6 points by 2025</td>
</tr>
<tr>
<td></td>
<td>• Native American</td>
<td>-14.7</td>
<td>-8.5</td>
<td>Gap has widened.</td>
<td>Gap ≤ 12 points by 2025</td>
</tr>
<tr>
<td></td>
<td>• Hispanic</td>
<td>+4.6</td>
<td>-4.2</td>
<td>Gap has closed.</td>
<td>No gap.</td>
</tr>
<tr>
<td></td>
<td>• Low Income</td>
<td>-1.6</td>
<td>-4.9</td>
<td>Positive progress shown.</td>
<td>No gap by 2025</td>
</tr>
<tr>
<td></td>
<td>• DSPS</td>
<td>+1.3</td>
<td>-4.9</td>
<td>Gap has closed.</td>
<td>No gap.</td>
</tr>
<tr>
<td>ESL</td>
<td>• Hispanic</td>
<td>-10.8</td>
<td>-8.5</td>
<td>Gap has widened.</td>
<td>Gap ≤ 6 points by 2025</td>
</tr>
<tr>
<td></td>
<td>• Males</td>
<td>-6.5</td>
<td>+11.4</td>
<td>Gap has widened.</td>
<td>No gap by 2025</td>
</tr>
</tbody>
</table>

Gender disparities not shown in the table above:

- English
  - African American females: -11.1 point gap
  - Native American females: -18.9 point gap
  - Low Income males: -6.4 point gap

- Math
  - African American females: -22.5 point gap
  - Native American females: -24.4 point gap

It is important to note that the data currently being assessed for basic skills and ESL outcomes is from the 2010-2011 cohort, tracked with Student Success Scorecard outcomes. Although this cohort is tracked six years, for the majority of their time at Butte College, Student Equity funding was not yet in place. It is therefore highly unlikely that any of the interventions that have been launched as a result and aimed at these
target populations have affected the specific students measured for outcomes at this point. Instead, these measurements continue to serve as indicators for where the Student Equity program should focus.

The most persistent gaps in both basic skills English and math are **Native Americans** and **African Americans**. For both groups, female students have larger gaps. Gaps for low income students and African Americans in Remedial English have narrowed, while gaps for students with disabilities and Hispanic students in Remedial math have closed.

Data for ESL completion includes such small cohorts that several years’ worth of data must be looked at together in order to see large enough group sizes. While Butte’s noncredit ESL program serves students from all backgrounds, the two largest groups are Hispanic and Asian. The most persistent completion gap is among **Hispanic** students. **Males** are also less likely to advance to college level work.

### Basic Skills/ESL Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Gap Addressed</th>
<th>Activity Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Collaboration</td>
<td>Local African American/Native American/Asian/Pacific Islander/DSPS/Low Income Basic Skills Students</td>
<td></td>
</tr>
<tr>
<td>English 118 Instructional Aides</td>
<td>African American/Native American/Asian/Pacific Islander/DSPS/Low Income Basic Skills Students</td>
<td>$87,293.05</td>
</tr>
<tr>
<td>ESL Faculty Coordinator</td>
<td>Hispanic/ESL Students</td>
<td>$119,679.84</td>
</tr>
</tbody>
</table>

### Degree and Certificate Completion

#### Degree and Certificate Completion Equity Gaps and Goals:

<table>
<thead>
<tr>
<th>Area</th>
<th>Population</th>
<th>Gap</th>
<th>Previous Gap</th>
<th>Progress</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEGREE</strong></td>
<td>African American (females)</td>
<td>-4.5</td>
<td>10.8</td>
<td>Gap has widened.</td>
<td>No gap by 2025</td>
</tr>
<tr>
<td>Completion</td>
<td>Native American</td>
<td>-3.4</td>
<td>-3.8</td>
<td>No progress.</td>
<td>No gap by 2025</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>-2.9</td>
<td>-4.5</td>
<td>Positive progress shown.</td>
<td>No gap by 2025</td>
</tr>
<tr>
<td></td>
<td>DSPS (males)</td>
<td>-5.7</td>
<td>-1.5</td>
<td>Gap has widened.</td>
<td>No gap by 2025</td>
</tr>
<tr>
<td><strong>CERTIFICATE</strong></td>
<td>African American</td>
<td>-2.6</td>
<td>-4.3</td>
<td>Positive progress shown.</td>
<td>No gap by 2025</td>
</tr>
<tr>
<td>Completion</td>
<td>Native American</td>
<td>-3.4</td>
<td>1.1</td>
<td>Gap has widened.</td>
<td>No gap by 2025</td>
</tr>
<tr>
<td></td>
<td>Asian (males)</td>
<td>-5.4</td>
<td>2.1</td>
<td>Gap has widened.</td>
<td>No gap by 2025</td>
</tr>
<tr>
<td></td>
<td>DSPS (males)</td>
<td>-5.4</td>
<td>0.3</td>
<td>Gap has widened.</td>
<td>No gap by 2025</td>
</tr>
</tbody>
</table>
Gender disparities not shown in the table above:

**Degree**
- Native American females: -14.4 point gap
- Hispanic males: -7.8 point gap

**Certificate**
- Native American females: -5.4 point gap

The most persistent degree completion gaps are Native American females and Hispanics. The most persistent certificate completion gaps are Native American females and African American males. Gaps for Hispanic students completing degrees and African American students earning certificates have narrowed.

Like ESL and basic skills outcomes, degree and certificate outcomes data also comes from the 2010-2011 cohort and is unlikely to be affected by Student Equity funded interventions at this point in time. This data also does not include outcomes information for veteran or foster youth students, so possible gaps for these populations have not yet been measured.

Although Scorecard outcomes data is currently limited for our veteran population, the Student Equity program supports a Veterans Academic Counselor for this population due to the unique challenges this group faces while attempting to complete a program under GI Bill support with specific requirements and time limitations.

**Degree/Certificate Completion Activities:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Gap Addressed</th>
<th>Activity Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans Academic Counselor</td>
<td>Veteran Students</td>
<td>$116,892.13</td>
</tr>
<tr>
<td>Support for ECE in Spanish Program</td>
<td>Hispanic Students</td>
<td>$20,868.56</td>
</tr>
<tr>
<td>Free Career Assessments</td>
<td>African American/Native American/DSPS Students</td>
<td>$8,217.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$145,978.19</td>
</tr>
</tbody>
</table>

**Transfer**

**Transfer Equity Gaps and Goals:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Population</th>
<th>Gap</th>
<th>Previous Gap</th>
<th>Progress</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSFER</td>
<td>Native American</td>
<td>-14.7</td>
<td>-12.8</td>
<td><strong>Gap has widened.</strong></td>
<td>Gap ≤ 10 points by 2025</td>
</tr>
<tr>
<td></td>
<td>Hispanic (males)</td>
<td>-8.7</td>
<td>-6.5</td>
<td><strong>Gap has widened.</strong></td>
<td>Gap ≤ 4 points by 2025</td>
</tr>
<tr>
<td></td>
<td>Asian (males)</td>
<td>-6.7</td>
<td>-4.0</td>
<td><strong>Gap has widened.</strong></td>
<td>No gap by 2025</td>
</tr>
<tr>
<td></td>
<td>DSPS</td>
<td>-12.8</td>
<td>-4.0</td>
<td><strong>Gap has widened.</strong></td>
<td>Gap ≤ 8 points by 2025</td>
</tr>
<tr>
<td></td>
<td>Low Income</td>
<td>-4.4</td>
<td>-6.4</td>
<td>Positive progress shown.</td>
<td>No gap by 2025</td>
</tr>
</tbody>
</table>

Gender disparities not shown in the table above:
- DSPS females: -20.6 point gap
The most persistent transfer gaps are Native Americans, Hispanic males, and students with disabilities (DSPS). The gap for low income students successfully transferring has narrowed.

Transfer data, like degree/certificate completion and basic skills completion data, is also tracked six years for outcomes.

Transfer Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Gap Addressed</th>
<th>Activity Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>MESA Retention Specialist</td>
<td>Native American/Hispanic/Asian/DSPS</td>
<td>$46,173.53</td>
</tr>
<tr>
<td>MESA Conferences for Students</td>
<td>Native American/Hispanic/Asian/DSPS</td>
<td>$19,500.00</td>
</tr>
<tr>
<td>MESA Week Zero</td>
<td>Native American/Hispanic/Asian/DSPS</td>
<td>$9,142.14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$74,815.67</td>
</tr>
</tbody>
</table>

Activities Affecting All Indicators

<table>
<thead>
<tr>
<th>Activity</th>
<th>Gap Addressed</th>
<th>Activity Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Equity Program Coordination and Planning</td>
<td>All</td>
<td>$289,076.92</td>
</tr>
<tr>
<td>Student Equity Research and Inquiry Efforts</td>
<td>All</td>
<td>$146,238.24</td>
</tr>
<tr>
<td>Professional Development</td>
<td>All</td>
<td>$165,754.43</td>
</tr>
<tr>
<td>Outreach ad Recruitment Technicians</td>
<td>All</td>
<td>$169,809.08</td>
</tr>
<tr>
<td>Supporting a Diverse and Inclusive Workforce</td>
<td>All</td>
<td>-</td>
</tr>
<tr>
<td>BC Bloom Student-Run Magazine</td>
<td>All</td>
<td>$21,807.52</td>
</tr>
<tr>
<td>Student Life Club Support</td>
<td>All</td>
<td>$7,000.00</td>
</tr>
<tr>
<td>Cultural and Community Center Student Assistants</td>
<td>All</td>
<td>$18,523.30</td>
</tr>
<tr>
<td>Student Equity Activity Application Process</td>
<td>All</td>
<td>$10,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$828,209.49</td>
</tr>
</tbody>
</table>

Student Equity Budgeting

2014-2015:

2014-2015 Expenditures

<table>
<thead>
<tr>
<th>Account</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Academic Salaries</td>
<td>$188,393.00</td>
<td>24%</td>
</tr>
<tr>
<td>2000 Non-Academic Salaries</td>
<td>$245,671.00</td>
<td>31%</td>
</tr>
<tr>
<td>3000 Employee Benefits</td>
<td>$84,929.00</td>
<td>11%</td>
</tr>
<tr>
<td>4000 Materials and Supplies</td>
<td>$34,092.00</td>
<td>4%</td>
</tr>
<tr>
<td>5000 Operating Expenses</td>
<td>$199,148.00</td>
<td>25%</td>
</tr>
<tr>
<td>6000 Capital Outlay</td>
<td>$630.00</td>
<td>1%</td>
</tr>
<tr>
<td>7000 Other Outgo</td>
<td>$34,811.00</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>$787,674.00</td>
<td>100%</td>
</tr>
</tbody>
</table>
### 2014-2015 Student Equity Expenditures

#### Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Academic Salaries</td>
<td>$390,233.00</td>
<td>24%</td>
</tr>
<tr>
<td>2000 Non-Academic Salaries</td>
<td>$505,655.00</td>
<td>31%</td>
</tr>
<tr>
<td>3000 Employee Benefits</td>
<td>$276,616.00</td>
<td>16%</td>
</tr>
<tr>
<td>4000 Materials and Supplies</td>
<td>$84,143.00</td>
<td>5%</td>
</tr>
<tr>
<td>5000 Operating Expenses</td>
<td>$310,885.00</td>
<td>18%</td>
</tr>
<tr>
<td>6000 Capital Outlay</td>
<td>$56,253.00</td>
<td>3%</td>
</tr>
<tr>
<td>7000 Other Outgo</td>
<td>$91,810.00</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,715,595.00</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### 2015-2016 Student Equity Expenditures

#### Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Academic Salaries</td>
<td>$390,233.00</td>
<td>23%</td>
</tr>
<tr>
<td>2000 Non-Academic Salaries</td>
<td>$505,655.00</td>
<td>30%</td>
</tr>
<tr>
<td>3000 Employee Benefits</td>
<td>$276,616.00</td>
<td>16%</td>
</tr>
<tr>
<td>4000 Materials and Supplies</td>
<td>$84,143.00</td>
<td>5%</td>
</tr>
<tr>
<td>5000 Operating Expenses</td>
<td>$310,885.00</td>
<td>18%</td>
</tr>
<tr>
<td>6000 Capital Outlay</td>
<td>$56,253.00</td>
<td>3%</td>
</tr>
<tr>
<td>7000 Other Outgo</td>
<td>$91,810.00</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,715,595.00</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
2016-2017:

### 2016-2017 Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Academic Salaries</td>
<td>$225,787.00</td>
<td>23%</td>
</tr>
<tr>
<td>2000 Non-Academic Salaries</td>
<td>$326,182.00</td>
<td>34%</td>
</tr>
<tr>
<td>3000 Employee Benefits</td>
<td>$188,405.00</td>
<td>20%</td>
</tr>
<tr>
<td>4000 Materials and Supplies</td>
<td>$22,999.00</td>
<td>2%</td>
</tr>
<tr>
<td>5000 Operating Expenses</td>
<td>$162,775.00</td>
<td>17%</td>
</tr>
<tr>
<td>6000 Capital Outlay</td>
<td>$1,790.00</td>
<td>0.2%</td>
</tr>
<tr>
<td>7000 Other Outgo</td>
<td>$42,122.00</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$970,060.00</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Butte College was awarded $1,544,529.00 in Student Equity funding for 2016-2017. Of that amount, $573,252 was rolled over into the 2017-2018 fiscal year and will be spent by June 30, 2018.

![2016-2017 Student Equity Expenditures](image)

2017-2018 Estimated Budget:

### 2017-2018

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Academic Salaries</td>
<td>$243,861</td>
<td>17%</td>
</tr>
<tr>
<td>2000 Non-Academic Salaries</td>
<td>$647,587</td>
<td>46%</td>
</tr>
<tr>
<td>3000 Employee Benefits</td>
<td>$442,194</td>
<td>32%</td>
</tr>
<tr>
<td>4000 Materials and Supplies</td>
<td>$47,150</td>
<td>4%</td>
</tr>
<tr>
<td>5000 Operating Expenses</td>
<td>$28,225</td>
<td>2%</td>
</tr>
<tr>
<td>6000 Capital Outlay</td>
<td>$ -</td>
<td>0%</td>
</tr>
<tr>
<td>7000 Other Outgo</td>
<td>$ -</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,409,017</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Student Equity Dashboards, 2017

Below are the two-part Student Equity dashboards showing disproportionate impacts at Butte College. In-depth analysis of these results is included in the Student Equity Plan along with a discussion of current goals and activities.

The first table displays impacts by student equity indicator and ethnicity group. Where possible, data has been disaggregated by gender (F and M; Female and Male), and blocks are color coded to show where gaps exist. A red block indicates clear presence of an equity gap, while an amber / gold block indicates only a small difference in outcomes or slightly below average performance. Green blocks indicate no gap.

** Small number of cases (fewer than 10) or data unavailable. For some indicators, data further disaggregated by gender was either unavailable, or was not completed if doing so would result in too few cases.

<table>
<thead>
<tr>
<th>Success Indicator</th>
<th>African American</th>
<th>American Indian/Alaska Native</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Multi-Ethnicity</th>
<th>Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Success (Credit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
</tr>
<tr>
<td>Vocational</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
</tr>
<tr>
<td>Basic Skills**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>**</td>
<td></td>
</tr>
<tr>
<td>Distance Education**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>**</td>
<td></td>
</tr>
<tr>
<td>Remedial English</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>**</td>
<td>F M</td>
</tr>
<tr>
<td>Remedial Math</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>**</td>
<td>F M</td>
</tr>
<tr>
<td>Remedial ESL</td>
<td>**</td>
<td>**</td>
<td>F M</td>
<td>F M</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Completion: Degrees</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>**</td>
<td>F M</td>
</tr>
<tr>
<td>Completion: Certificates</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>**</td>
<td>F M</td>
</tr>
<tr>
<td>Transfer</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>F M</td>
<td>**</td>
<td>F M</td>
</tr>
</tbody>
</table>

** Green: No equity gap present; all or majority of proportionality indices indicate no gap.
Amber: A small gap or risk may exist; one or more index indicates some evidence of a gap.
Red: Equity gap exists; multiple methods indicate strong presence of a gap.
The second dashboard table displays impacts for special populations, including DSPS students, economically disadvantaged students, veterans, and foster youth.

Populations have also been disaggregated by gender where possible, however under the Access indicator, both DSPS and Veteran populations have been disaggregated by age group.

<table>
<thead>
<tr>
<th>Success Indicator</th>
<th>DSPS Status</th>
<th>Economically Disadvantaged</th>
<th>Veteran</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>18-34</td>
<td>35-64</td>
<td>18-34</td>
<td>35-64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Success (Credit)</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Vocational</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Distance Education</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
</tbody>
</table>

| Remedial English       | Female | Male | Female | Male | **     | **   |
| Remedial Math          | Female | Male | Female | Male | **     | **   |
| Remedial ESL           | **     | Female | Male | **   | **     |
| Completion: Degrees    | Female | Male | Female | Male | **     | **   |
| Completion: Certificates| Female | Male | Female | Male | **     | **   |
| Transfer               | Female | Male | Female | Male | **     | **   |

** Small number of cases (fewer than 10) or data unavailable.

Green:  No equity gap present; all or majority of proportionality indices indicate no gap.
Amber: A small gap or risk may exist; one or more index indicates some evidence of a gap.
Red:  Equity gap exists; multiple methods indicate strong presence of a gap.
<table>
<thead>
<tr>
<th>Member Name</th>
<th>Title</th>
<th>Organization(s), Program(s) or Role(s) Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anguiano, Nena</td>
<td>Faculty</td>
<td>MESA</td>
</tr>
<tr>
<td>2. Bernal-Wood, Bobby</td>
<td>Counselor</td>
<td>EOPS</td>
</tr>
<tr>
<td>3. Bernal-Wood, Lisa</td>
<td>Admin. Secretary</td>
<td>CTE</td>
</tr>
<tr>
<td>4. Bird, Madeline</td>
<td>Research Analyst</td>
<td>Student Equity</td>
</tr>
<tr>
<td>5. Birdsall, Jo Anna</td>
<td>Associate Dean</td>
<td>Career Services and Special Programs (CalWorks)</td>
</tr>
<tr>
<td>6. Brown, Monica</td>
<td>Director</td>
<td>Student Equity</td>
</tr>
<tr>
<td>7. Collett, Krista</td>
<td>Admin. Secretary</td>
<td>SSSP</td>
</tr>
<tr>
<td>8. Dahl, Cristina</td>
<td>Faculty</td>
<td>English</td>
</tr>
<tr>
<td>9. Dillard, Jaimie</td>
<td>Director</td>
<td>DSPS</td>
</tr>
<tr>
<td>10. Edwards, Vance</td>
<td>Coordinator</td>
<td>Inspiring Scholars</td>
</tr>
<tr>
<td>11. Eisenbeiss, Izzy</td>
<td>Associate Student Rep</td>
<td>Student</td>
</tr>
<tr>
<td>12. Goodson, David</td>
<td>Retention Specialist</td>
<td>Student Success Services</td>
</tr>
<tr>
<td>13. Gripenstraw, Suzanne</td>
<td>Dean</td>
<td>ESL/LEAD</td>
</tr>
<tr>
<td>14. Jauron, Les</td>
<td>VP</td>
<td>PROD</td>
</tr>
<tr>
<td>15. Kaplan, Wendy</td>
<td>Program Coordinator</td>
<td>Student Equity</td>
</tr>
<tr>
<td>16. Kenshol, Becky</td>
<td>Technician</td>
<td>Assessment</td>
</tr>
<tr>
<td>17. MacKinnon, Katherine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. McBride, Rachel</td>
<td>Executive Director, Four Winds of Indian Education, Inc.</td>
<td>Community Member</td>
</tr>
<tr>
<td>19. Micalizio, Karen</td>
<td>Dean</td>
<td>Financial Aid and Special Programs</td>
</tr>
<tr>
<td>20. Michels-Ratliff, Emelia</td>
<td>Research Analyst</td>
<td>Student Equity</td>
</tr>
<tr>
<td>21. Montgomery, Amanda</td>
<td>Grant Manager</td>
<td>Basic Skills</td>
</tr>
<tr>
<td>22. Rapozo-Davis, Laura</td>
<td>Faculty Chair</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>23. Reese, Dustin</td>
<td>Assistant Director</td>
<td>Human Resources</td>
</tr>
<tr>
<td>24. Renville, Al</td>
<td>VP</td>
<td>Student Services</td>
</tr>
<tr>
<td>25. Roberson, Carrie</td>
<td>Academic Senate President</td>
<td>Family and Consumer Studies</td>
</tr>
<tr>
<td>26. Slaughter, Clinton</td>
<td>Dean</td>
<td>Student Services</td>
</tr>
<tr>
<td>27. Torres, Dan</td>
<td>Supervisor</td>
<td>Veterans</td>
</tr>
<tr>
<td>28. Turner, Kathleen</td>
<td>Learning Resource Specialist</td>
<td>Center for Academic Success</td>
</tr>
<tr>
<td>29. Zuniga, Brad</td>
<td>Associate Dean</td>
<td>Recruitment, Outreach &amp; Orientation</td>
</tr>
<tr>
<td>30.</td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>31.</td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>32.</td>
<td></td>
<td>Student</td>
</tr>
</tbody>
</table>
## A. Access

Access is defined as the percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served.

Butte College’s service area consists of Butte and Glenn County. Census data for each county and subpopulation was combined to create a service area population, and a proportional analysis was completed to look at representation.

<table>
<thead>
<tr>
<th>Area</th>
<th>Summarized Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>• Students w/ disabilities</td>
</tr>
<tr>
<td></td>
<td>• Veterans (35 or older)</td>
</tr>
<tr>
<td>ETHNICITY</td>
<td>Service Area Population</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>African American</td>
<td>3,258</td>
</tr>
<tr>
<td>American Indian</td>
<td>2,010</td>
</tr>
<tr>
<td>Asian</td>
<td>10,172</td>
</tr>
<tr>
<td>Hispanic</td>
<td>40,494</td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td>14,800</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>432</td>
</tr>
<tr>
<td>Other or Unknown</td>
<td>148</td>
</tr>
<tr>
<td>White</td>
<td>179,279</td>
</tr>
<tr>
<td>TOTALS</td>
<td>250,593</td>
</tr>
</tbody>
</table>

Butte College does not have any access gaps by ethnicity group. Although the data above show fewer white and multi-ethnic students attending Butte College, it should be noted that Census data was used to look at the area population, and that all age groups were included.

When additional data sources are included for examining demographic data for minors under 18 years of age (e.g., www.kidsdata.org), the representation for each racial group begins to shift. Among children in Butte and Glenn Counties, only 49.5% are white, compared to the 71.5% identified as white in the entire Census population. This demographic shift indicates that, over the next several years, Butte College can likely expect to see the percentage of white students decline while the percentages of other populations, particularly Hispanic and multi-racial students, grow proportionally.

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Service Area Population</th>
<th>% of Service Area</th>
<th>BC Population Fall 2016</th>
<th>% of BC Population</th>
<th>Proportionality Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>126,310</td>
<td>50.4%</td>
<td>6,965</td>
<td>52.0%</td>
<td>1.03</td>
</tr>
<tr>
<td>Male</td>
<td>124,283</td>
<td>49.6%</td>
<td>6,233</td>
<td>46.5%</td>
<td>0.94</td>
</tr>
<tr>
<td>Other or Unknown</td>
<td>0</td>
<td>0.0%</td>
<td>209</td>
<td>1.6%</td>
<td>N/A</td>
</tr>
<tr>
<td>TOTALS</td>
<td>250,593</td>
<td>100.0%</td>
<td>13,407</td>
<td>100.0%</td>
<td>-</td>
</tr>
</tbody>
</table>

Females enroll at Butte College slightly more frequently than males however this difference is not inequitable.
An access gap exists for students with disabilities. Because the likelihood and frequency of disability within a population tends to increase with age, access for this group was broken down and compared to Census data by age group. At Butte College, the majority of the students served by Disabled Student Programs & Services (DSPS) are in the younger age group examined (18-34), which is also the age group that aligns with the typical college-going age. Although most students served are in this younger group, an access gap still appears. It is possible that barriers may still exist among this population which prevent them from being aware of or accessing these services at Butte College.

Similar to the DSPS group, veteran students were also looked at in age groups to help give a more accurate idea of where an access gap may or may not exist. A strong majority of the veteran population attending Butte College is under 35 years of age, while the opposite is true for the service area population. When compared to younger veterans within the area, access is very strong for younger veterans at Butte, but low for older veterans. Because older veterans living in the service area are out of the typical college-going age, this is a population that may be far less likely to enroll at the college.

<table>
<thead>
<tr>
<th>SPECIAL POPULATIONS</th>
<th>Service Area Population</th>
<th>% of Service Area</th>
<th>BC Population Fall 2016</th>
<th>% of BC Population</th>
<th>Proportionality Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>662</td>
<td>1.3%</td>
<td>393</td>
<td>2.9%</td>
<td>2.32</td>
</tr>
<tr>
<td>No</td>
<td>51,713</td>
<td>98.7%</td>
<td>13,014</td>
<td>97.1%</td>
<td>0.98</td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>34,443</td>
<td>23.5%</td>
<td>4,664</td>
<td>34.8%</td>
<td>1.48</td>
</tr>
<tr>
<td>No</td>
<td>112,376</td>
<td>76.5%</td>
<td>8,743</td>
<td>65.2%</td>
<td>0.85</td>
</tr>
<tr>
<td>Veteran</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-34</td>
<td>1,297</td>
<td>0.8%</td>
<td>238</td>
<td>1.8%</td>
<td>2.25</td>
</tr>
<tr>
<td>35-54</td>
<td>2,680</td>
<td>1.7%</td>
<td>45</td>
<td>0.3%</td>
<td>0.18</td>
</tr>
<tr>
<td>55-64</td>
<td>3,714</td>
<td>2.4%</td>
<td>3</td>
<td>0.02%</td>
<td>0.01</td>
</tr>
<tr>
<td>No</td>
<td>149,017</td>
<td>95.1%</td>
<td>13,118</td>
<td>97.9%</td>
<td>1.03</td>
</tr>
<tr>
<td>DSPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-34</td>
<td>5,109</td>
<td>3.3%</td>
<td>317</td>
<td>2.4%</td>
<td>0.72</td>
</tr>
<tr>
<td>35-64</td>
<td>17,505</td>
<td>11.3%</td>
<td>133</td>
<td>1.0%</td>
<td>0.09</td>
</tr>
<tr>
<td>No</td>
<td>132,770</td>
<td>85.4%</td>
<td>12,939</td>
<td>96.6%</td>
<td>1.13</td>
</tr>
</tbody>
</table>
Access Activities

A.1. Part-time Learning Disability Specialist in Disabled Students Programs and Services (DSPS)

A.2. ADHD Testing in the Student Health Center

*Activity Description*
Students are assessed and tested for ADHD at the Student Health Center by the Mental Health Therapist and therapy interns. If ADHD is indicated, they are referred to Disabled Students Programs and Services (DSPS) for additional support services.

*Expected Outcomes*
- Increased number of students being tested for ADHD.
- Increased access to services through DSPS by students with ADHD who have been referred.

A.3. Veterans Special Clerk Position (50%)

*Activity Description*
The Veterans Special Clerk provides outreach and support to student veterans including assisting with financial aid, priority registration, and connection with veteran-specific organizations and services.

*Expected Outcomes*
- Veterans are identified at the college through their access of veteran’s services. It is expected that special assistance with outreach and support will result in an increased number of identified veterans at Butte College.

A.4: Spanish Bilingual Call Center Representative (60%)

*Activity Description*
The bilingual Spanish speaking Call Center Representative provides greater access, information, and connection to Spanish-speaking populations by screening calls related to residency, DACA/AB 540, portal login, email, assessment, orientation, registration, bussing, tutoring, job opportunities, counseling, transportation and fees.

*Expected Outcomes*
- Knowledge on what common issues this rapidly growing population faces as they attempt to enroll at Butte College.
- Increased number of Spanish-speaking populations accessing Butte College.
**B. Course Completion**

Course completion refers to the ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

The charts on the following pages display student equity course completion data and gaps by population and gender in the course areas of 1) all credit coursework, 2) transfer-applicable coursework, 3) vocational coursework, 4) basic skills courses, and 5) distance education courses.

<table>
<thead>
<tr>
<th>Area</th>
<th>Summarized Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Credit Courses</td>
<td>• African American (males and females)</td>
</tr>
<tr>
<td></td>
<td>• Native American (males)</td>
</tr>
<tr>
<td></td>
<td>• Multi-Ethnic (females)</td>
</tr>
<tr>
<td></td>
<td>• Foster Youth (males and females)</td>
</tr>
<tr>
<td></td>
<td>• Students w/ disabilities (males)</td>
</tr>
<tr>
<td>Transfer-Applicable</td>
<td>• African American (males)</td>
</tr>
<tr>
<td></td>
<td>• Native American (males)</td>
</tr>
<tr>
<td></td>
<td>• Multi-Ethnic (males and females)</td>
</tr>
<tr>
<td></td>
<td>• Foster Youth (males and females)</td>
</tr>
<tr>
<td>Vocational</td>
<td>• African American (males and females)</td>
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<td></td>
<td>• Native American (males)</td>
</tr>
<tr>
<td></td>
<td>• Multi-Ethnic (females)</td>
</tr>
<tr>
<td></td>
<td>• Foster Youth (males and females)</td>
</tr>
<tr>
<td></td>
<td>• Students w/ disabilities (males)</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>• African American</td>
</tr>
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<td></td>
<td>• Native American</td>
</tr>
<tr>
<td></td>
<td>• Asian</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Foster Youth</td>
</tr>
<tr>
<td>Distance Education</td>
<td>• Multi-Ethnic</td>
</tr>
<tr>
<td></td>
<td>• Veterans (males)</td>
</tr>
<tr>
<td></td>
<td>• Foster Youth (females)</td>
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<td>ETHNICITY</td>
<td>Credit Census Enrollments Fall 2016</td>
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<tr>
<td>-----------------</td>
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<tr>
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<td>978</td>
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<tr>
<td>Female</td>
<td>392</td>
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<tr>
<td>Male</td>
<td>582</td>
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<tr>
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<td>306</td>
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<td>216</td>
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<td>TOTALS</td>
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<th>SPECIAL POPULATIONS</th>
<th>Credit Census Enrollments Fall 2016</th>
<th>Success Count</th>
<th>Success Rate</th>
<th>Proportionality Index</th>
<th>% Gap</th>
<th>Chg from 15-16</th>
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<tr>
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<td>426</td>
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<td>0.91</td>
<td>-6.2</td>
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<td>0.72</td>
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<td>779</td>
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<td>+0.4</td>
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<tr>
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<td>238</td>
<td>175</td>
<td>73.5%</td>
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<tr>
<td>Male</td>
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<td>594</td>
<td>74.3%</td>
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<tr>
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<td>9,129</td>
<td>6,869</td>
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<td>1.03</td>
<td>2.2</td>
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</tr>
<tr>
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<td>5,432</td>
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### COURSE COMPLETION: TRANSFER APPLICABLE

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<th>ETHNICITY</th>
<th>Transfer Enrollments Fall 2016</th>
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<th>Success Rate</th>
<th>Proportionality Index</th>
<th>% Gap</th>
<th>Chg from 15-16</th>
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<tbody>
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<td>0.93</td>
<td>-5.2</td>
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<tr>
<td><strong>American Indian</strong></td>
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</tr>
<tr>
<td>Female</td>
<td>445</td>
<td>326</td>
<td>73.3%</td>
<td>0.98</td>
<td>-1.3</td>
<td>+0.3</td>
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<tr>
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<td>205</td>
<td>80.1%</td>
<td>1.07</td>
<td>5.6</td>
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<tr>
<td><strong>Asian</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1,968</td>
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<td>77.8%</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>71.3%</td>
<td>0.96</td>
<td>-3.2</td>
<td>-1.1</td>
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<td>-1.4</td>
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</tr>
<tr>
<td><strong>Multi-Ethnicity</strong></td>
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<td></td>
</tr>
<tr>
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<td>1,326</td>
<td>890</td>
<td>67.1%</td>
<td>0.90</td>
<td>-7.4</td>
<td>+2.2</td>
</tr>
<tr>
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<td>0.88</td>
<td>-9.0</td>
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<tr>
<td><strong>Pacific Islander</strong></td>
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<td></td>
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</tr>
<tr>
<td>Female</td>
<td>130</td>
<td>98</td>
<td>75.4%</td>
<td>1.01</td>
<td>0.9</td>
<td>+3.9</td>
</tr>
<tr>
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<td>41</td>
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<td>-5.0</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>4.8</td>
<td>+5.0</td>
</tr>
<tr>
<td>Male</td>
<td>457</td>
<td>362</td>
<td>79.2%</td>
<td>1.06</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>17,419</td>
<td>13,276</td>
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</tr>
<tr>
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<td>8,833</td>
<td>6,831</td>
<td>77.3%</td>
<td>1.04</td>
<td>2.8</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td>30,864</td>
<td>23,001</td>
<td>74.5%</td>
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### SPECIAL POPULATIONS

<table>
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<tr>
<th>SPECIAL POPULATIONS</th>
<th>Transfer Enrollments Fall 2016</th>
<th>Success Count</th>
<th>Success Rate</th>
<th>Proportionality Index</th>
<th>% Gap</th>
<th>Chg from 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSPS</td>
<td>1,117</td>
<td>846</td>
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<td>1.02</td>
<td>1.2</td>
<td>-0.2</td>
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<tr>
<td>Female</td>
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<td>488</td>
<td>80.0%</td>
<td>1.07</td>
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<td></td>
</tr>
<tr>
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<td>472</td>
<td>329</td>
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<tr>
<td>Foster Youth</td>
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<td>-18.9</td>
<td>-2.3</td>
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<tr>
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<tr>
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<tr>
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<td>521</td>
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<tr>
<td>TOTALS</td>
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<td>23,001</td>
<td>74.5%</td>
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## COURSE COMPLETION: VOCATIONAL

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<th>Success Count</th>
<th>Success Rate</th>
<th>Proportionality Index</th>
<th>% Gap</th>
<th>Chg from 15-16</th>
</tr>
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<tbody>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
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<td>65.3%</td>
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<td>94</td>
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<td>137</td>
<td>74.9%</td>
<td>0.96</td>
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<td>-0.1</td>
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<td>80.6%</td>
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<tr>
<td>Male</td>
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<td>45</td>
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<tr>
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<td>726</td>
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<td>+0.9</td>
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<tr>
<td>Male</td>
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<tr>
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<td>73.9%</td>
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<tr>
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<td>1,212</td>
<td>864</td>
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<tr>
<td>Multi-Ethnicity</td>
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<td>70.2%</td>
<td>0.90</td>
<td>-7.6</td>
<td>+7.6</td>
</tr>
<tr>
<td>Female</td>
<td>139</td>
<td>90</td>
<td>64.7%</td>
<td>0.83</td>
<td>-13.0</td>
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<tr>
<td>Male</td>
<td>167</td>
<td>124</td>
<td>74.3%</td>
<td>0.95</td>
<td>-3.5</td>
<td></td>
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<tr>
<td>Pacific Islander</td>
<td>31</td>
<td>25</td>
<td>80.6%</td>
<td>1.04</td>
<td>2.9</td>
<td>+13.1</td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
<td>17</td>
<td>77.3%</td>
<td>0.99</td>
<td>-0.5</td>
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</tr>
<tr>
<td>Male</td>
<td>9</td>
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## COURSE COMPLETION: BASIC SKILLS

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<th>% Gap</th>
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<tr>
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## SPECIAL POPULATIONS

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<th>Chg from 15-16</th>
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<td>2.4</td>
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## COURSE COMPLETION: DISTANCE EDUCATION

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<th>Proportionality Index</th>
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<tr>
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<tr>
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<td><strong>1,780</strong></td>
<td><strong>64.9%</strong></td>
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Course Completion Activities

B.1. Inspiring Scholars Support

Activity Description
Degree-applicable course completion rates for foster youth at Butte College are lower than any other population on campus. The Inspiring Scholars Program provides individualized academic and personal support to this population of students. Student equity funds a Program Coordinator (100%) and Secretary (100%) position to provide referrals to campus and community resources, assistance with completion of college forms and applications, assistance with problem solving barriers to academic success, social events to provide community, and leadership opportunities.

Expected Outcomes
- Increased access to critical support services (financial aid, counseling, DSPS, child care, etc.)
- Increased connection to opportunities such as mentorship, volunteerism, conference trips, or campus employment
- Increased persistence rates for foster youth
- Increased course completion rates for foster youth

B.2. Student Athlete Success Program Lending Library

Activity Description
Butte College has a robust athletics program that attracts a sizable number of disproportionately impacted students. Student equity funding supports the purchase of popular textbooks to be lent out to student athletes during study hall and also supports the purchase of school supplies for these students, including paper, binders, pencils, pens, calculators, scantron sheets, and other supplies.

Expected Outcomes
- Increased course completion rates for disproportionately impacted populations in the student athletics program utilizing the library

B.3. Summer Bridge Textbook and School Supply Support

Activity Description
The Summer Bridge Program is a four-week program for low-income first generation students that has been shown to increase persistence rates by providing students with college knowledge, offering them chances to succeed academically, and creating a peer cohort. All participants receive school supplies to assist them towards academic success. Student equity funding is used for student mentors, school supplies, textbooks/workbooks, and catering.

Expected Outcomes
- Increased persistence and course completion rates for disproportionately impacted populations attending Summer Bridge

B.4. On-Campus Childcare Support

Activity Description
Student equity funding provides 15 full-time childcare slots at the on-campus Child Development Center. Students who have a disability or who are foster youth, veterans, Native American, or African-American have been prioritized because these groups report the highest percentage of caregiving responsibilities. Additionally, two part-time student assistants (from dashboard populations) help SE
children with social-emotional needs and center support. Parents receiving the funds are required to complete all coursework and maintain a 2.00 or higher.

**Expected Outcomes**
- Students receiving child care support through student equity funding are expected to maintain good academic standing in order to keep their child care funding.
- Students served through this program will have higher rates of persistence and completion.

### B.5. Retention Program Support

**Activity Description**
The Retention Program focuses on the retention and success of students referred through the Early Alert Program, who are on academic probation, and who have been dismissed. This comprehensive retention program is responsible for developing, managing, and evaluating a number of interventions for these at-risk student populations. Student equity funds a Secretary (50%), a lending library, and school supplies for the program.

**Expected Outcomes**
- Number of students who successfully achieve non-probationary status after completing the intervention will increase.
- Course success rates and GPA for students receiving support will increase.
- Reducing academic probation and dismissal rates for the target population will define the success of the program.

### B.6. CMST Support for Foster Youth

**Activity Description**
Oral communication classes require early skill building, preparation and practice, but fear of public speaking often causes procrastination, followed by missed classes and ultimately results in the negative self-fulfilling prophecy of failure. Working closely with Inspiring Scholars staff, a Communication Studies (CMST) associate faculty member provides support to foster youth enrolled in CMST courses to break this cycle.

**Expected Outcomes**
- Course completion rates in CMST 2 and 4 for foster youth participating in the intervention will be higher than baseline rates (prior to the intervention and of non-participants).

### B.7. Laptops & Wifi to Go – Library Services

**Activity Description**
Last year, Student Equity funding was used to purchase 10 laptops and 10 Wifi hotspots for the library to offer to be checked out for 7 days at a time to students who do not have access to a computer and/or internet at home. Due to the success of this service, the library would like to purchase 5 additional laptops and 10 Wifi hotspots.

**Expected Outcomes**
- Students served by the program will be monitored for GPA, course completion rates, and target populations served.
- Increased course completion rates for DI populations served by the program.
B.8. Open Educational Resources Coordinator

**Activity Description**
The costs of textbooks are particularly burdensome to dashboard students. Free and Open textbooks have been shown to alleviate these burdens for student and increase both persistence and completion. Student equity funding will be used to cover 10% reassign time for a faculty member to increase faculty awareness of Open options through workshops, individual assistance, and tutorials.

**Expected Outcomes**
- Increased number of courses/sections adopting OER textbooks
- In OER sections, reductions of course completion equity gaps
- For students in OER sections, increased persistence and higher unit loads in future terms due to reduced financial burden

B.9. Science Connection Institute

**Activity Description**
The goal of Science Connection Institute is to increase retention rates of dashboard students in Biology 20 (Human Anatomy) and Chemistry 110 (Introductory Chemistry). The three-day institute aims to increase student science study skills, college success skills, and content specific foundational knowledge. Student equity funding covers the cost of busing, food, faculty stipends, and supplies.

**Expected Outcomes**
- Increased retention rates in Chemistry 110 and Biology 20 for students attending the institute
- Increased course completion rates in Chemistry 110 and Biology 20 for DI populations
C. ESL/Basic Skills Completion

This section examines outcomes by population group on a six-year progression timeline for students who begin in remedial ESL, English or math courses. A successful outcome is defined as completion of the transfer-level course in the related discipline (English for ESL or remedial English, math for remedial math).

<table>
<thead>
<tr>
<th>Area</th>
<th>Summarized Gaps</th>
</tr>
</thead>
</table>
| Remedial English | • African American (females)  
|             | • Native American (females)  
|             | • Asian (males)                                      
|             | • Pacific Islander                                   
|             | • Students w/ disabilities (males)                   
|             | • Low income (males)                                 |
| Remedial math       | • African American                                   
|             | • Native American (females)                          |
| ESL            | • Hispanic                                           
|               | • Males                                              |
## English Cohort 2010-2011

<table>
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<td>Success Rate</td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>41.5%</td>
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</tr>
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<td>1.07</td>
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</tr>
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<td>0</td>
<td>-</td>
<td>-</td>
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<tr>
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<td>4</td>
<td>44.4%</td>
<td>1.07</td>
<td>2.9</td>
</tr>
<tr>
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## Special Populations

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<th>Proportionality Index</th>
<th>% Gap</th>
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<td></td>
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<td>Success Rate</td>
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<td></td>
<td></td>
</tr>
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## MATH

### ETHNICITY

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<th>Success Rate</th>
<th>Proportionality Index</th>
<th>% Gap</th>
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</tr>
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### SPECIAL POPULATIONS

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<th>Math Cohort 2010-2011</th>
<th>Success Count</th>
<th>Success Rate</th>
<th>Proportionality Index</th>
<th>% Gap</th>
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</thead>
<tbody>
<tr>
<td>DSPS</td>
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<td>46</td>
<td>37.4%</td>
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<td>1.3</td>
</tr>
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<td>25</td>
<td>41.0%</td>
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<tr>
<td>Male</td>
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<td>20</td>
<td>33.9%</td>
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</tr>
<tr>
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<td>0.96</td>
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<td>289</td>
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### ESL

#### ETHNICITY

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<th>Success Count</th>
<th>Success Rate</th>
<th>Proportionality Index</th>
<th>% Gap</th>
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<td>N/A</td>
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</tr>
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<td>N/A</td>
<td>N/A</td>
<td>-</td>
</tr>
<tr>
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<td>33.3%</td>
<td>1.11</td>
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<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>-</td>
</tr>
<tr>
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#### GENDER

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<tr>
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<th>Proportionality Index</th>
<th>% Gap</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
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<td>22.2%</td>
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<td><strong>60</strong></td>
<td><strong>18</strong></td>
<td><strong>30.0%</strong></td>
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</table>
ESL/Basic Skills Completion Activities

C. 1. Non-Credit ESL Faculty Coordinator

Activity Description
The ESL Coordinator provides direct support to English as a Second Language Learners, to faculty, and to the community, focusing on access, progression, and certificate completion. The ESL Coordinator position is designed to support student success within the ESL program and to provide pathways for students to move into degree-applicable courses.

Expected Outcomes
- Increased campus awareness and discussions on the barriers faced by ESL students.
- Proposed pathways to increase ESL student opportunity and success.
- Increased numbers of ESL students progressing through ESL sequencing.

C. 2. Instructional Aides for English 118 (Accelerated English course)

Activity Description
3 Instructional Aides (IAs) work as tutors in the Center for Academic Success (CAS) and as embedded support in all sections of English 118. The long-term goal is to de-stigmatize help-seeking behaviors by enabling students to form supportive relationships with the IAs, who can then draw the students to CAS for assistance with English 118 and other classes and challenges down the road.

Expected Outcomes
- Increased overall course completion rates in English 118.
- Higher course completion rates for those students accessing IA support.
- An overall decrease in course completion equity gaps in English 118.

C. 3. High School Collaboration

Activity Description
The purpose of this project is to increase the college-readiness of students from local area high schools through the alignment of curriculum and processes in English, math, and counseling.

   “Math Prep Institute” - Students who initially place in non-transfer level math are invited to attend a half-day math review session and allowed to take the assessment test again.
- Utilization of multiple measures placement allows more students into transfer level English.
- Need a short description of counseling component

Expected Outcomes
- Increased open dialogue and understanding between college and high school personnel surrounding the realities of preparation, placement and outcomes which affect our local students.
- Increased data sharing between college and local high school districts to help inform classroom practices, student advising, and even policy changes.
- A percentage of students in math prep institute interventions will immediately assess into higher level math courses.
- As collaboration grows, student preparation level and placement rates into college level coursework will rise.
D. Degree/Certificate Completion

Degree and certificate completion looks at the ratio of the number of students by population group who receive a degree or certificate compared to the number of students in that group with the same matriculation goal either defined in their student educational plan or by taking degree or certificate applicable courses including math or English in the first three years.

<table>
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<th>Area</th>
<th>Summarized Gaps</th>
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<td>Degree Completion</td>
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</tr>
<tr>
<td></td>
<td>• Native American (females)</td>
</tr>
<tr>
<td></td>
<td>• Students w/ disabilities (males)</td>
</tr>
<tr>
<td></td>
<td>• Filipino</td>
</tr>
<tr>
<td>Certificate Completion</td>
<td>• African American (females)</td>
</tr>
<tr>
<td></td>
<td>• Native American</td>
</tr>
<tr>
<td></td>
<td>• Asian (males)</td>
</tr>
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<td>• Students w/ disabilities (males)</td>
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### DEGREES

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<th>Success Count</th>
<th>Success Rate</th>
<th>Proportionality Index</th>
<th>% Gap</th>
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<tbody>
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<td>14.3%</td>
<td>0.76</td>
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<tr>
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<td>25.4%</td>
<td>1.35</td>
<td>6.6</td>
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<tr>
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<td>0.82</td>
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</tr>
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<td>-8.8</td>
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### SPECIAL POPULATIONS

<table>
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<tr>
<th>SPECIAL POPULATIONS</th>
<th>2010-2011 Cohort Count</th>
<th>Success Count</th>
<th>Success Rate</th>
<th>Proportionality Index</th>
<th>% Gap</th>
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## Certificates

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## Special Populations

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<th>Success Rate</th>
<th>Proportionality Index</th>
<th>% Gap</th>
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<td>5.4%</td>
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</table>
Degree / Certificate Completion Activities

D. 1. Veterans Academic Counselor

Activity Description
The Veterans Academic Counselor is housed in the Veterans Resource Center and provides outreach to student and community partners, new veteran student orientation, career and college success guidance, and personal growth workshops in order to support the retention and persistence of the student veteran population.

Expected Outcomes
- The proportion of veterans accessing counseling services will increase.
- The proportion of veterans with an education plan will increase.
- Success outcomes tied to counseling services and educational planning (persistence and completion outcomes) will increase within the veteran population accessing counseling.

D. 2. Instructional Support for Spanish Language ECE Program

Activity Description
The 24-unit Spanish-language Early Childhood Education (ECE) certificate program trains bilingual and monolingual Spanish speaking teachers to support families enrolled in programs serving Hispanic children. Student equity funding provides ECE books and other educational materials in Spanish as well as radio and print advertisements to recruit new students.

Expected Outcomes
- As the 24-unit program is developed in Spanish, an increase in enrollments from ESL or Spanish-speaking students in ECE coursework is expected.
- An increased number of certificates earned by Hispanic/Latino students through the program.

D. 3. Career Assessments

Activity Description
The Career Counseling department will provide career assessments to students to help them set clear goals in regards to their academic and career paths. The Career Counseling department will heavily market this service to dashboard students via campus clubs, classroom presentations, and student services.

Expected Outcomes
- An increased number of career assessment appointments overall.
- Compared to previous years, a higher proportion of DI students served in the career assessment office.
- For students receiving career assessments, higher completion related outcomes, persistence, and completion of comprehensive educational planning.
Transfer looks at 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, compared to the number of students in that group who actually transfer after one or more years (up to six).

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<th>Area</th>
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<tr>
<td></td>
<td>• Asian (males)</td>
</tr>
<tr>
<td></td>
<td>• Hispanic (males)</td>
</tr>
<tr>
<td></td>
<td>• Students w/ disabilities</td>
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<td>ETHNICITY</td>
<td>2010-2011 Cohort Count</td>
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<tr>
<td>-------------------</td>
<td>------------------------</td>
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<tr>
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<td>73</td>
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<td>115</td>
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<td>Pacific Islander</td>
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<td>636</td>
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<td>567</td>
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<td>TOTALS</td>
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<th>SPECIAL POPULATIONS</th>
<th>2010-2011 Cohort Count</th>
<th>Success Count</th>
<th>Success Rate</th>
<th>Proportionality Index</th>
<th>% Gap</th>
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<td>0.88</td>
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<td>350</td>
<td>18.8%</td>
<td>-</td>
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</tr>
</tbody>
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Transfer Activities

E. 1. Math, Engineering, Science Achievement (MESA) Retention Specialist

Activity Description
The MESA Program’s goal is to close the achievement gap by increasing the number of Latinos, Native American, African-American, and low-income transferring STEM majors. Student equity funds a part-time Retention Specialist to implement and expand student success strategies that lead to course completion and transfer, such as:

- On-campus outreach to target populations
- Major and career paths information
- Organizing tutoring and study group sessions
- Student participation in professional and leadership activities
- Collecting data for evaluation
- Planning and Implementation of MESA Week Zero

Expected Outcomes
- An increased number of eligible low income students from target populations becoming involved with the MESA program.
- Increased transfer rates for DI populations in STEM fields supported through MESA.

E. 2. Math, Engineering, Science Achievement (MESA) Support and Conferences

Activity Description
MESA will provide professional development opportunities that broaden students’ knowledge as well as awareness and access to resources essential for immediate and long-term impact on student success.

Expected Outcomes
- Increased transfer rates for DI populations in STEM fields supported through MESA


Activity Description
The Week Zero Project is an intensive four-day (9 am -3:30 pm) STEM academy that will invite new incoming students, identified as low-income, Latino, Native American, and African American who are declared in the STEM disciplines, as well as a cohort of continuing MESA students, to campus two weeks before the fall semester begins. Students will go through a series of activities to expose them to STEM disciplines and requirements, STEM faculty, Community STEM Professionals, and STEM student leaders. Included, will be an opportunity for students to engage in activities that will provide them an opportunity to develop their understanding of various mathematic, engineering, and science principals, as well as, key college success skills. Lastly, representatives from CSUC and UC Davis will be invited to assist in highlighting key transfer requirements.

Expected Outcomes
- An increased number of eligible low income students from target populations becoming involved with the MESA program.
- Increased transfer rates for DI populations in STEM fields supported through MESA.
F. Other College or District-Wide Initiatives Affecting Several Indicators

Activities

F. 1. Student Equity Coordination and Planning

*Activity Description*
All of the administrative and support staff positions that are partially or fully funded through SE are essential to making progress in each of the five SE indicators. Their primary responsibilities are to gather and analyze student equity data, share that data with the larger campus community including the Student Equity Committee, and develop, manage, and evaluate activities designed to close opportunity gaps. Butte College’s student equity funding is currently supporting the following positions:

- Vice President of Student Services (10%)
- Dean of Student Services (25%)
- Administrative Support (100%)
- Student Equity Director (100%)
- Student Equity Program Coordinator (100%)

*Expected Outcomes*
- Increased understanding of student equity data and the underlying issues which may contribute to equity gaps on the Butte College campus.
- Increased commitment to reducing and eliminating equity gaps at Butte College among faculty, staff, administration, and students.

F. 2. Student Equity Research and Inquiry Efforts

*Activity Description*
Butte College will employ both quantitative and qualitative research methods to understand the root causes of outcome inequities as well as evaluate the effectiveness of program activities. In order to conduct and analyze data, student equity funding is being used to cover the following positions:

- Student Equity Research Analyst (90%)
- Research Analyst (50%)

*Expected Outcomes*
- Increased understanding of student equity data and the underlying issues which may contribute to equity gaps on the Butte College campus.
- Increased commitment to reducing and eliminating equity gaps at Butte College among faculty, staff, administration, and students.

F. 3. Campus-Wide Professional Development for Faculty, Staff, and Students

*Activity Description*
The primary venues for providing professional development to faculty, staff, and students will be:
- Cultural Awareness Community of Practice (CACP)
- FAIR Classrooms
- FLEX workshops
- Equity Partner Meetings
• Diversity Days
• Student Employee Diversity Trainings
• Diversity Committee Workshop Series
• Women of Color Luncheon
• ROOTS (Realizing Opportunities, Optimizing Traditions to Success) Students of Color Welcome Reception

Student equity funding will also be used to support faculty, staff, and students to attend conferences, workshops, and trainings related to equity, diversity, and inclusion. We will host a Conference Sharing Forum each semester to allow participants to share new information and discuss ways to incorporate equity into their practices and/or departments.

Expected Outcomes
• Increased understanding of student equity data and the underlying issues which may contribute to equity gaps on the Butte College campus.
• Increased commitment to reducing and eliminating equity gaps at Butte College among faculty, staff, administration, and students.

F. 4. Three Part-time Outreach and Recruitment Technicians and four Student Recruitment and Outreach Ambassadors

Activity Description
The Outreach Technicians focus their efforts not only on local high school recruitment, but work with community groups who support our disproportionately impacted student populations to 1) increase awareness about Butte College and its programs, 2) improve relationships with community organizations, and 3) improve the sense of inclusion and engagement among those students who are already attending Butte College.

Expected Outcomes
• Increased commitment to reducing and eliminating equity gaps at Butte College among faculty, staff, administration, and students.
• Increased sense of engagement and connection to the Butte College community among DI student populations.

F. 5. Supporting a Diverse and Inclusive Workforce

Activity Description
Based on legal guidance from Liebert Cassidy Whitmore, Chancellor’s office General Counsel, and Title 5 of the California Code of Regulations, student equity staff will support efforts to diversify our workforce and create an inclusive environment for current faculty and staff to thrive. Activities may include:
• Use research-based practices to analyze and adjust recruitment and retention practices for increasing staff diversity
• Implement strategies to reduce microaggressions, implicit bias, and inequitable practices in the classroom and work place.
• Create employee affinity groups
Expected Outcomes
- Increased understanding of student equity data and the underlying issues which may contribute to equity gaps on the Butte College campus.
- Increased commitment to reducing and eliminating equity gaps at Butte College among faculty, staff, administration, and students.
- Increasing diversity among the workforce at Butte College.

F. 6. BC Bloom Magazine

Activity Description
The BC Bloom is a student-run magazine to give marginalized and underrepresented voices a platform to share stories, art, and culture. The Bloom employs student writers, editors, and graphic designers to create content, design, and format the entire magazine.

Expected Outcomes
- Increased sense of engagement and connection to the Butte College community among DI student populations.

F. 7. Student Life Club Support

Activity Description
Student equity supports student club activities including campus tours, welcome receptions, end-of-semester celebrations, cultural demonstrations, and educational opportunities. We currently support the following clubs:
- Black Student Union
- Native American Club
- Latinx Club

Expected Outcomes
- Increased sense of engagement and connection to the Butte College community among DI student populations.

F. 8. Culture and Community Center Support

Activity Description
Student equity will fund 2-3 student assistants to work in the CCC. The students will receive extensive leadership training and help implement diversity related programming including the first annual Diversity Summit.

Expected Outcomes
- Increased sense of engagement and connection to the Butte College community among DI student populations.

F. 9. Campus-Wide Student Equity Proposal Process

Activity Description
Staff and faculty from both Instruction and Student Services can submit applications to fund student equity related projects. Applications for funding that are focused on helping meet Butte College’s SE goals will be accepted on a rolling basis each year, and a screening sub-committee will review and discuss all applications and make funding recommendations to the full Student Equity Committee for approval.
Expected Outcomes

- Increased commitment to reducing and eliminating equity gaps at Butte College among faculty, staff, administration, and students.