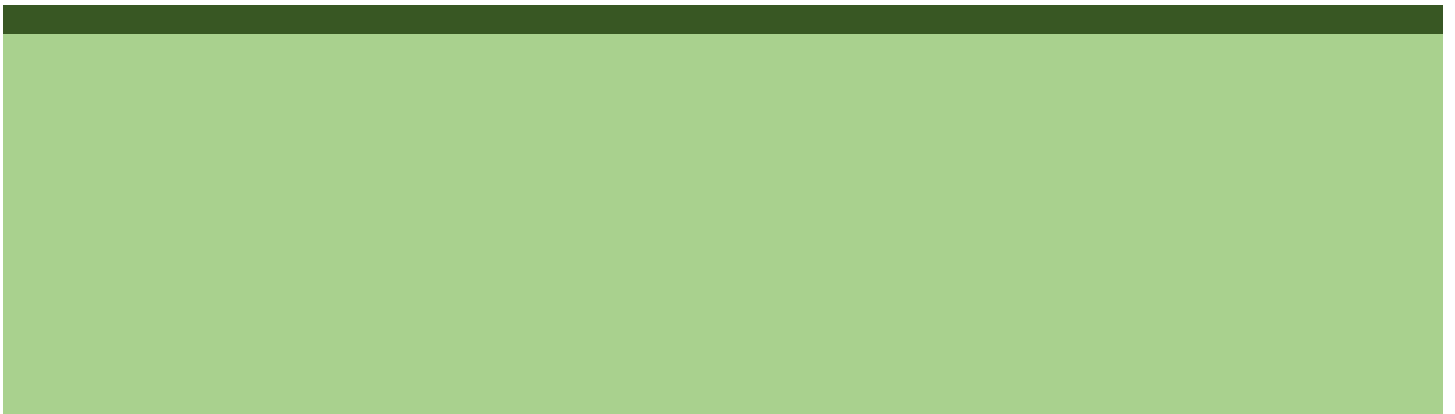# Golden West College Student Equity Plan 2019-2022

EXECUTIVE SUMMARY

INTRODUCTION

Student equity is designed to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstance. At Golden West College (GWC), we strive to identify and provide services/resources to address equity gaps in student achievement and foster academic excellence.

Golden West College follows specific guidelines from the California Community Colleges Chancellor's Office (CCCCO) to extract and evaluate data in order to make informed decisions on implementation of programs and services. This research and evaluation is conducted by the Student Equity Researcher and its used by the Technical Review Group (TRG), a subgroup of the Recruitment to Completion Committee (RCC) to collaborate and develop a Student Equity Plan.

The Student Equity program supports several projects across the institution by providing services and resources that are in alignment with the GWC Mission Statement and GWC College Goals including Student Success, Equitable Achievement, and Resource Optimization. The focus is to provide services to students that can increase the likelihood of access, retention, and completion.

Golden West College is one of three community colleges of the Coast Community College District located in Orange County, serving primarily the communities of Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach, and Westminster. In the 2017-2018 academic year, Golden West College had 17,960 unduplicated students with 67% of its students being 25 years of age or younger. The racial/ethnic composition of Golden West College is 32% Hispanic/Latinx, 29.1% White Non-Hispanic, 29% Asian, 5.1% Two or More Races, 2.5% African-American, 1.4% Unknown, 0.5% Native Hawaiian/ Pacific Islander, and 0.2% American Indian/ Alaska Native. As a Hispanic Serving Institution (HSI), Golden West College recognizes the continuous increase of our Hispanic/Latinx population in the community and in our College. In the last five years, there has been an increase of Hispanic/Latinx students making up 30.4% of the student body in 2014-2015 to 32% in the 2017-2018 academic year. Hispanic/Latinx students are experiencing disproportionate impact in various student success metrics and are addressed throughout this Student Equity Plan.

The Mission of GWC is to create an intellectually and culturally stimulating learning environment for students and the community. The College provides enriching and innovative programs that help students: transfer to four-year institutions, earn associate degrees, complete certificates in career education, advance their careers, and demonstrate college readiness. The College is committed to continuous assessment and improvement of student learning and institutional effectiveness. According to the California State Legislature EDC 78222(a), the intent of the Student Equity and Achievement Program is to

> Support the California Community Colleges in advancing the system wide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups by doing of all of the following: (a) Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program; (b) Ensuring students complete their educational goals and a defined course of study; (c) Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

In order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges must maintain a student equity plan that includes a study on disproportionately impacted students (DI). The Student Equity Plan is designed to advance the college mission by analyzing and addressing each of the Student Equity Metrics by gender and for each of the following categories of students:

> A. Current or former foster youth
> B. Students with disabilities
> C. Low income students
> D. Veterans
> E. Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census:
>> i. *American Indian or Alaska Native*
>> ii. *Asian*
>> iii. *Black or African American*
>> iv. *Hispanic or Latino*
>> v. *Native Hawaiian or other Pacific Islander*
>> vi. *White*
>> vii. *Some other race*
>> viii. *More than on race*
>
> F. Lesbian, gay, bisexual, or transgender students (LGBTQ)
> G. Additional categories of students as determined by the governing board of the community college district

STUDENT EQUITY PLAN APPROVAL PROCESS

The Recruitment to Completion Committee (RCC) established a Technical Review Group (TRG) to provide input for the 2019-2022 Student Equity Plan. The TRG was convened by the Student Equity and Achievement Program Manager throughout the Spring 2019 semester. This group included member representation from the following groups:

- English Faculty
- GWC Associated Students President
- Student Equity Faculty Coordinator
- Student Equity Researcher

This plan was vetted through the Recruitment to Completion Committee, Academic Senate, and Planning & Budget throughout the writing process. In addition to these committees, the Student Services Team, Transfer Center, and the English and math department faculty were included to provide feedback on the goals for this plan. This collaborative approach allowed members from each standing committee to provide feedback through participatory governance. The Student Equity Plan was reviewed twice by each committee and approved before moving forward to the Board of Trustees. The Board of Trustees will review and consider approval of this plan on June 19, 2019.

Committee	Review/ Approval Date
Planning and Budget	April 10, 2019 (1st Review)
	April 24, 2019 (2nd Review and Approval)
Academic Senate	April 9, 2019 (1st Review)
	April 23, 2019 (2nd Review and Approval)
Recruitment to Completion	April 9, 2019 (1st Review)
	April 23, 2019 (2nd Review and Approval)

VISION AND APPROACH

Golden West College will institutionalize equity-mindedness by normalizing equity campus-wide.

The faculty, staff, and administrators are committed to working collectively to ensure access, retention and completion of disproportionately impacted students by approaching our pedagogical and organizational practices through an "equity-minded" paradigm. According to the Center for Urban Education out of the University of Southern California, equity-mindedness refers to,

> The outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes and are willing to assume personal and institutional responsibility for the elimination of inequity.

In adopting an equity-minded approach as our method of examining student outcomes, we acknowledge that our practices and policies are the main contributors to inequities as opposed to putting the onus on students for these outcomes. Golden West College is committed to conducting inquiry of our practices and policies that may be contributing to inequitable outcomes for our students, particularly for African-American, Hispanic/Latinx students, Foster Youth, LGBTQ+, and Veteran students. We must acknowledge that we need to be intentional in our efforts and need to recognize that we can no longer expect an office, department, committee, or those involved in the development of this plan to close equity gaps that have been identified. Closing these equity gaps is the responsibility and role for everyone at Golden West College.

FRAMEWORK

Our work will be guided by the protocols gained from the partnership with the Center for Urban Education. Equity discussions will continue in the Recruitment to Completion Committee, Planning and Budget, and the Equity Squad. The focus will surround the agenda to create tools that enable practitioners within the institution to become equity-minded and work towards closing inequities for all disproportionate impacted groups guided by research inquiry.
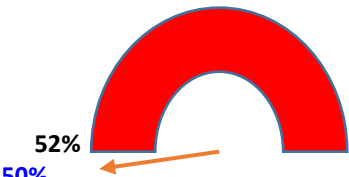
The Equity Squad, a group of faculty members lead by the Student Equity and Achievement Program Manager and the Student Equity Faculty Coordinator, will continue the work on equitable classroom practices and provide services to faculty colleagues expanding equity awareness with the goal of increasing course success rates.
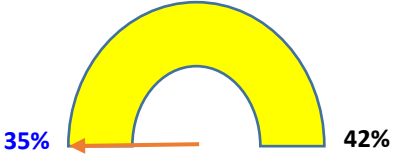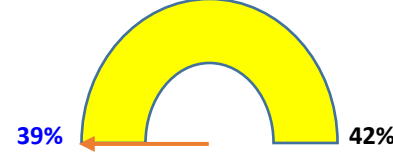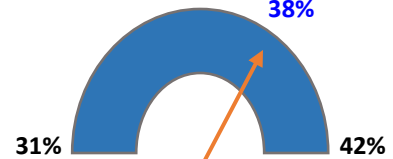
The Student Equity Researcher will continue expanding qualitative research and inquiry to gain the student voice and implement intentional equity solutions addressing the academic and non-academic needs of all students. This includes continuing the work that began with the Leading From the Middle Academy addressing equity from a student services perspective.
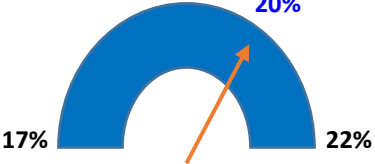
PROGRESS EVALUATION

The 2017-19 Integrated Plan included goals for student equity based on data analysis for each indicator including Access, Course Completion, Basic Skills Completion, Certificate and Degree Completion, and Transfer. The indicators and definitions for the 2019-22 Student Equity Plan have changed based on the new guidelines set by the California Community Colleges Chancellors Office (CCCCO). Due to these changes, the progress on closing the gaps from the 2017-19 Integrated Plan to the 2019-22 Student Equity Plan is not a continuous assessment. The following describes the goals set in the 2017-19 Integrated Plan based on the data assessed, followed by the new data analysis based on the new definitions for the 2019-22 Student Equity Plan.

Access	
2017 Student Equity Goal	**2017 Progress**
Close 4.7% Pts. Access Gap for Veteran Students by 2018-19	*Veterans* **Goal: Close Gap by 4.7% Pts.** 1.7% 6.4% **Result: No Gap Change**

Course Completion	
2017 Student Equity Goal	2017 Progress
Close Course Completion Gap for Hispanic/Latinx (5% Pts.), Economically Disadvantaged (1% Pts.), and African-American (15% Pts.) students by 2018-19.	*Hispanic/Latinx* **Goal: Close Gap by 5% Pts.** 63% 62% 67% **Result: Closed Gap by 1% Pt.** *Economically Disadvantaged* **Goal: Close Gap by 1% Pt.** 66% 67% **Result: Closed Gap by 1% Pt.** *African-American* **Goal: Close Gap by 15%** 52% 50% **Result: Increased Gap by 2%**

Basic Skills Completion (English)	
2017 Student Equity Goal	2017 Progress
Close basic skills English course completion gap for Hispanic/Latinx (7% Pts.), White Non-Hispanic (3% Pts.), and Not Economically Disadvantaged (11% Pts.) students by 2021-22.	*Hispanic/Latinx* **Goal: Close Gap by 7%** 35% 42% **Result: No Gap Change** *White Non-Hispanic* **Goal: Close Gap by 3%** 39% 42% **Result: No Gap Change** *Not Economically Disadvantaged* **Goal: Close Gap by 11%** 38% 31% 42% **Result: Closed Gap by 7%**

Basic Skills Completion (Math)	
2017 Student Equity Goal	2017 Progress
Close basic skills math course completion gap for Hispanic/Latinx (3% Pts.), White Non-Hispanic (2% Pts.), and Not Economically Disadvantaged (5% Pts.) students by 2021-22.	*Hispanic/Latinx* **Goal: Close Gap by 3% Pts.** 19% 22% **Result: No Gap Change** *White Non-Hispanic* **Goal: Close Gap by 2% Pts.** 20% 22% **Result: Closed Gap by 2% Pts.** *Not Economically Disadvantaged* **Goal: Close Gap by 5%** 20% 17% 22% **Result: Closed Gap by 3%**

Basic Skills Completion ESL	
2017 Student Equity Goal	**2017 Progress**
Close ESL basic skills completion for Hispanic/Latinx (5% Pts.) and Not Economically Disadvantaged (2% Pts.) students by 2021-22.	*Hispanic/Latinx* **Goal: Close Gap by 5% Pts.** 18% 11% 22% **Result: Closed Gap by 7% Pts.** *Not Economically Disadvantaged* **Goal: Close Gap by 2% Pts.** 22% 20% **Result: Closed Gap by 2% Pts.**

Degree and Certificate Completion	
2017 Student Equity Goal	2017 Progress
Close degree and certificate completion gap for Native Hawaiian/Pacific Islander (10% Pts.), Hispanic/Latinx (1% Pt.), and Not Economically Disadvantaged (2% Pts.) students by 2021-22.	*Native Hawaiian/Pacific Islander* Goal: Close Gap by 10% Pts. 17% 8% 23% Result: Closed Gap by 9% Pts. *Hispanic/Latinx* Goal: Close Gap by 1% Pt. 22% 23% 26% Result: Closed Gap by 4% Pts. *Not Economically Disadvantaged* Goal: Close Gap by 2% Pts. 21% 23% 25% Result: Closed Gap by 4% Pts.

Transfer	
2017 Student Equity Goal	2017 Progress
Close transfer gaps for White Non-Hispanic (4% Pts.), Hispanic/Latinx (5% Pts.), and Not Economically Disadvantaged (4% Pts.) students by 2021-22.	*White Non-Hispanic* **Goal: Close Gap by 4% Pts.** 37% 41% 33% **Result: Increased Gap by 4% Pts.** *Hispanic/Latinx* **Goal: Close Gap by 5% Pts.** 37% 35% 41% **Result: Closed Gap by 2% Pts.** *Not Economically Disadvantaged* **Goal: Close Gap by 4% Pts.** 37% 41% 44% **Result: Closed Gap by 7% Pts.**

NEW STUDENT SUCCESS METRICS

For the 2019-2022 Student Equity Plan, California Community Colleges are required to use the Chancellor's Office Student Success Metrics (SSM) dashboard to conduct a disproportionate impact analysis of their overall student population. Colleges are required to set three-year goals from the information provided in the SSM for the overall College population and for each student population demonstrating disproportionate impact in the following success metrics:

1. **Access**- Enrolled in a Community College: Among all applicants, the proportion who enrolled in a community college in the selected year.

2. **Retention**- Retained from Fall to Spring: Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

3. **Transfer Math and English**- Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district.

4. **Vision Goal Completion**- Among all students, the unduplicated count of students who earned one or more of the following: a Chancellor's Office approved certificate and/or an associate degree.

5. **Transfer**- Students that transferred to a four-year institution (in state or out of state, within three years).

METHODOLOGY

For the purposes of the 2019-2022 Student Equity Plan, the Chancellor's Office uses the percentage point gap (PPG) and proportionality index (PI) methods to measure disproportionate impact (DI). Disproportionate Impact occurs when a subset of students based on student characteristics such as race, gender, and abilities are unjustifiably experiencing lower outcomes compared to the total student population. The advantage of using the percentage point gap method is that it allows us to estimate the number of students needed to close the gap. PPG is used to assess the student success metrics measuring access, retention, and completion of transfer level math and English. PI is used to assess vision goal completion and transfer.

GOALS AND ACTIVITIES FOR OVERALL STUDENT POPULATIONS

The 2019-2022 Student Equity Plan template requires colleges to provide baseline data for the overall student population for each student equity metric, three-year goals, and activities that support the overall goal attainment. The tables below provide the baseline data gathered from the Chancellor's Office Student Success Metrics (SSM) dashboard, the goals for overall student population, and planned activities that support the goals. Recognizing the overlap between some of the Chancellor's Office Vision for Success and Student Equity Plan metrics, Golden West College will align the completion metric goals from Vision Success to increase completion by 20% for the overall student population. Golden West College has also chosen to align the Vision for Success Transfer metric goal to increase transfer by 35%.

Access

Among all applicants the proportion who enrolled at Golden West College in the 2017- 18 academic year.

College Baseline	Statewide Comparison	Goal	Additional Students to Achieve Goal
45.6%	48%	50%	1,807

Goals	Activities
Increase Access by 4.4% (2022) Increase Access to 50%	• Outreach case management model. Track and contact applicants to assist with enrollment processes. • Equity Research – Student focus groups to streamline onboarding process. • Student Services Outreach – PUENTE, Foster Youth, Veterans, DSPS, Financial Aid, etc. • Welcome Day • Golden Promise Program • Dual Enrollment • Professional Development • Freshman Priority Registration • Open House

Retention

Among all students, the amount retained from fall to spring at GWC in 2017-18, excluding students who completed an award or transferred to a postsecondary institution.

College Baseline	Statewide Comparison	Goal	Additional Students to Achieve Goal
65.2%	67%	70%	568

Goals	Activities
Increase Retention by 4.8% (2022) Increase Retention to 70%	• Campus-wide Civitas or Starfish Implementation (Retention Tool). • Open equity center with student peer navigators providing resources for non-academic barriers. • Student-Athlete Success Center (SASC) • Academic Counseling – General and population specific. • Financial Aid Outreach • Equity Squad – equitable classroom strategies. • GWC app. • District-wide Umoja • Veterans Resource Center • Disabled Students Programs & Services (DSPS) • Large Class Support • Professional Development • Embedded Tutoring • Writing Center • EOPS • PUENTE Program

Transfer Math English Completion

Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district.

Transfer Math and English			
College Baseline	Statewide Comparison	Goal	Additional Students to Achieve Goal
16%	8%	18%	97

Goals	Activities
Increase Completion by 4% (2022) Increase Completion of Transfer Math and English to 20%	• AB 705 - English and Math Self-Placements • Student-Athlete Success Center (SASC) • Veterans Resource Center • Equity Squad • Embedded Tutoring • Golden Promise Program • Curriculum Modality (Online)

Vision for Success (Completion) - Increase Completion by 20%

Among all students, the unduplicated count of students who earned one or more of the following: a Chancellor's approved certificate, associate degree, and/or CCC baccalaureate degree in 2017-2018.

College Baseline	Statewide Comparison	Goal	Additional Certificates or Degrees
1,276	None	1,532	256

1,276 x 20% = 256 additional students
1.276 + 256 = 1.532 (Goal)

Goals	Activities
Increase Completion by 20% (2022)	• Graduation Completion Project • Counseling Services (DSPS, EOPS, etc.) • Graduation Fair • Curriculum Development • CTE Pathway Days • Adult Education Bridge Days

Transfer – Increase Transfer by 35%

Students that transferred to a four-year institution during 2016-2017.

System	College Baseline	Statewide Comparison	Goal	Additional Students to Achieve Goal
CSU/UC	1,415	None	1,911	495
Private (In-State)	263	None	356	92
Private/Public (Out-of-State)	302	None	408	106
Total	1,980	None	2,673	693

1,980 x 35% = 693 additional students
1,980 + 693 = 2,673 (Goal)

Goals	Activities
Increase Transfer by 35% (2022)	• Graduation Completion Project • Transfer Counseling • Transfer Fair • Transfer Workshops • Curriculum Modality (Online) • Articulation (ADTs, Agreements, etc.)

Close Equity gaps for disproportionately impacted (DI) students by 40%

In alignment with the Vision for Success goals, Golden West College has chosen to set the goals to close the equity gaps by 40% for each of the DI student populations in each of the five metrics. Activities identified for the overall student population will also have a focus on DI groups where appropriate.

<u>Access:</u> Among all applicants the proportion who enrolled at Golden West College in the 2017-2018 academic year.

DI Group	Number of students enrolled	Total students who applied to GWC	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
Foster Youth - Female	135	352	11	28
Foster Youth - Male	77	306	26	65
LGBTQ+ - Female	516	1,204	16	41
Veteran - Female	29	93	6	14
Black or African American - Female	370	919	22	55
Black or African American - Male	361	850	13	32
Hispanic/ Latinx - Female	3,471	8,213	131	329

<u>Retention:</u> Among all students, the amount of students retained from fall to spring at Golden West College in 2017-2018, excluding students who completed an award or transferred to a postsecondary institution.

DI Group	Number of students retained from Fall to Spring semester	Total number of students enrolled in Fall semester	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
First Generation – Male	1,192	1,942	28	70
Veteran- Male	121	225	10	26
Black or African American – Female	56	114	7	18
Black or African American – Male	74	146	8	21
Filipino – Female	60	113	5	14
White – Male	966	1,548	16	46

Transfer Math and English: Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district.

DI Group	Number of Students who completed both transfer Math and English	Total number of students who attempted to complete both transfer Math and English	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
Disabled - Male	3	63	3	7
First Generation – Female	75	592	7	18
First Generation – Male	69	532	6	14
LGBT - Female	4	76	3	8
LGBT – Male	2	34	1	3
Black or African American – Female	0	10	1	2
Black or African American – Male	2	37	2	4
Hispanic/ Latinx - Female	52	457	8	24
Hispanic/ Latinx - Male	41	443	11	35
Native Hawaiian or Other Pacific Islander – Male	0	11	1	2

Vision Goal Completion: Among all students, the unduplicated count of students who earned one or more of the following: A Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree in 2017-2018.

DI Group	Number of students who earned certificate or associate degree	Total number of students	Number of additional degrees or certificates needed to close gap by 40% (3-year goal)	Number of additional degrees or certificates needed to close gaps (10-year goal)
First Generation – Male	125	4,395	19	47
LGBTQ+ - Female	17	639	3	8
LGBTQ+ - Male	14	381	1	2
Foster Youth - Female	9	247	1	2
American Indian or Alaska Native – Male	1	33	1	2
Black or African American – Female	9	343	2	4
Black or African American – Male	12	356	1	2
Filipino - Male	9	281	1	2
Hispanic/ Latinx - Male	129	3,661	6	14

Transfer: Students that transferred to a four-year institution during 2016-2017.

DI Group	Number of students who transferred to a 4-year Institution	Total number of students	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
Disabled – Male	37	406	7	18
Foster Youth – Female	9	148	4	11
Foster Youth – Male	5	74	2	5
LGBTQ+ - Female	27	290	5	12
American Indian or Alaska Native – Male	1	17	1	2
Black or African American – Female	16	161	2	6
Hispanic/ Latinx – Male	183	1,815	25	63
Native Hawaiian or Other Pacific Islander – Female	3	30	1	2

EVALUATION PROCESS

Golden West College used the Student Equity and Achievement data provided by the California Community College Chancellor's Office (CCCCO) Student Success Metrics Dashboard to identify disproportionately impacted student groups and have presented goals for each of the following metrics: access, retention, completion of transfer level math and English in the first year, vision goal completion, and transfer.

Project leaders were in invited to submit project proposals that address the various disproportionately impacted student populations identified in this Student Equity Plan. Historically, the Recruitment to Completion Committee (RCC) has utilized a Five-Column Model to evaluate request for proposals (RFP) for Student Equity funding. Recognizing that the Five-Column model approach was not as intentional in addressing disproportionately impacted student groups, a subgroup of RCC known as the Technical Review Group (TRG) redesigned the RFP evaluation process. This new approach is intentional in including the various metrics being measured as part of the Student Equity Plan to best support student success at Golden West College. The re-designed evaluation process was shorter and intentional in identifying the best ways to address disproportionately impacted student groups.

Data will be gathered and evaluated throughout the year to measure the impact of activities on disproportionately impacted groups. Utilizing qualitative, quantitative, and mixed methods research approaches to evaluation, will allow for a deeper understanding of student experiences and the impact that these Student Equity funded projects may be having on DI student groups overall that would not otherwise be captured in quantitative reporting. For example, continuing to conduct focus groups with students can help us learn about their levels of satisfaction with various resources and services, along with learning from students directly how the college can improve their college experience. Through a mixed methods evaluation process, this can also allow Golden West College to identify possible barriers that may be in place that need to be addressed. This is a continuous cyclical evaluation process that in turn often drive or inform new questions to be explored with follow-up assessment.

A second component of this evaluation process is the sharing of data with campus wide constituents as these equity efforts should have an impact on the entire institution. This was done this past year, and will continue moving forward, by having project leaders present their projects and progress towards closing the identified student equity gaps to the Recruitment to Completion Committee throughout the semester. The purpose of these presentations is to better understand the efforts and identify areas of overlap where collaboration can happen to best serve Golden West College students. This part of the evaluation process will happen at the end of the fall semester and serve as a mid-year check-in with a more formal goal progress reporting occurring at the end of the academic year.

Evaluation and assessment of each project identified within the Student Equity Plan will be conducted on an ongoing basis. These program specific evaluations and assessments will provide an understanding towards measuring the impact of each project on closing student equity gaps for each of the identified disproportionately impacted student groups. These evaluations and assessments will be an ongoing process that will allow Golden West College to identify the extent to which disproportionately impacted students' success is being addressed.

COORDINATION ACROSS CAMPUS

To ensure coordination, increase collaboration, and decrease overlap, the Student Equity and Achievement Program (SEAP) will continue to inform the College on all adopted equity goals and participate in collaboration efforts with campus-wide programs including equity-related categorical programs. The current standing committee structure requires a shared governance process including representation by management, faculty, classified, and students. All committees report to Planning & Budget, a recommending body to the College president. The Student Equity and Achievement Program will continue to provide updates to all standing committees and will collaborate with current and future equity initiatives and categorical programs by infusing and highlighting equity data for data informed decision-making processes. Current coordination includes the collaboration with student services including Extended Opportunity Programs & Services (EOPS), Guardian Scholars, Disabled Student Programs and Services (DSPS), Counseling, and most recently dual enrollment and Guided Pathways. An Umoja program is in the discussion stages and is being informed by equity data to implement a structure that addresses the inequities experienced by African-American students at the College. Initiatives that address access, retention, and completion are continuously discussed in the Recruitment to Completion Committee. This has proven to be an effective practice where member participants can discuss opportunities for collaboration to increase efficiency between related initiatives addressing similar equity goals.

Student Equity Funding Accounting			
Initiative	2015-16	2016-17	2017-18
Career Counseling	$34,219.17	$39,649.55	$35,173.81
CCSSE			$10,840.00
Chromebook Loan Program	$3,597.78		
Civitas	$40,000.00		$19,567.28
College Scheduler	$21,856.00	$19,567.28	
Cranium Café			$8,125.00
Cultural Connections	$26,293.21	$4,965.44	
Degree Completion	$1,670.55	$38,479.93	$26,208.24
DSPS	$12,719.44	$17,321.94	$52,386.60
EOPS	$38,613.57	$36,102.76	$15,801.43
Equity Coordination	$65,431.47	$92,607.62	$86,787.03
Equity Specialist			$27,548.52
Equity Squad			$29,009.46
Financial Aid	$56,241.24	$53,457.71	$81,473.36
Graduation Pathways	$44,099.13		
OER			$32,832.80
One Time Supplies Allocation	$47,242.41		
Oohlala Mobile		$8,750.00	$8,750.00
Professional Development	$46,570.35	$237,383.42	$121,083.47
Puente Mentorship	$24,750.00		
Puente Program	$56,172.17	$94,424.19	$69,677.29
Puente Family Orientation		$1,573.07	
Puente Northern Trip			$2,478.73
QSR License	$2,628.00		
Research	$18,621.53	$19,379.38	$125,173.92
SSS Survey Tool	$13,226.17		
STEM Counseling	$23,154.97	$19,133.08	$12,154.93
Student Athlete Handbook		$2,897.81	
Student Athlete Success Center	$64,735.43	$121,481.17	$126,309.00
Tableau	$12,575.00		$3,625.00
Title III Expenses	$143,793.38		
Transfer Center	$106,597.98	$54,870.49	$107,194.13
USC CUE	$125,407.82	$146,203.33	
Vets @ Ease Orientation	$8,281.16	$4,106.28	
Welcome Day		$923.56	
Total Allocation	$1,038,498	$1,022,653	$1,002,200

2019-20 BUDGET PLAN

Initiative	Allocation
Student-Athlete Success Center	$40,000
Student-Athlete Mentoring Program	$30,000
DSPS Equity: Freshman Success & Autism Support	$30,000
Career Center Inventories and Services	$10,000
Puente Retention and completion Transfer Initiative	$20,000
Transfer Center Counseling and Degree Reporting	$100,000
Outreach/Emancipated Foster Youth Specialist	$45,137
Welcome Day Orientation	$11,000
College Scheduler	$19,567
Hobson's Starfish Suite	$120,000
ConnexEd Cranium Café	$20,000
Equity Center	$40,000
Student Equity Professional Development	$60,000
Student Equity Coordination	$122,897
Student Equity Research	$124,000
Student Success and Equity Specialist – Veterans Resource Center	$86,555
Puente Counseling	$75,241
Transfer Counseling and Coordination	$44,968
Contingency	$15,000
Total Budget Needs	**$1,017,200**

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