

STUDENT EQUITY PLAN

September - 2008

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Purpose

The State wide Academic Senate encourages the achievement of student equity by first developing an effective student equity plan that is focused on **increasing access, course completion (retention), ESL and basic skills completion, degree and certificate completion, and transfer rates for the following students: American Indians/Alaskan Natives, Asian/Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities.**

Victor Valley College's efforts to develop and implement a Student Equity Plan utilizes the following five specific components.

1. Executive Summary

The executive summary identifies the specifics of the organized plan, aligned with the college's mission, by utilizing institutional research to identify goals. In addition, feasible activities and the appropriate budgeting of resources to achieve the stated goals are discussed.

2. Campus Based Research (Five measurable success indicators)

- a. Access
- b. Course completion (retention)
- c. ESL & basic skills completion
- d. Degree & certificate completion
- e. Transfer

3. Goals and Activities

Goals and objectives used to address any adverse impact noted in the five success indicators for the following students: American Indians/Alaskan Natives, Asian/Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities.

4. Budget

Identify and designate sources of funding to support the implementation of the Victor Valley College Student Equity plan.

- | | |
|------------------------|---|
| a. Matriculation | e. Financial Aid |
| b. EOP&S | f. General fund dollars (college recruiter) |
| c. DSP&S | g. Title V |
| d. Title 4 (SSS) grant | |

5. Evaluation Schedule and Process

Develop a process and schedule for evaluation of the Student Equity plan.

- a. Program review process or year end report

Overall, the five components can be further grouped into four broad categories:

(1) Research - (2) Planning - (3) Implementation/Budgeting - (4) Evaluation

Executive Summary

I. Overview

Student equity is viewed as a priority for Victor Valley College. The college is committed to maintaining access with success for its students, particularly those from underrepresented groups. The discussion by representative groups surrounding the review of data and development of goals and activities have been collaborative.

The direction of the College and the Student Equity Plan are both guided by a comprehensive mission statement and strategic goals.

VISION

Victor Valley College uplifts the diverse communities we teach and serve by promoting educational excellence, enhancing local prosperity, and ensuring environmental leadership. As a student-centered learning organization, we will uphold the following core values:

Excellence – providing superior service and educational opportunities

Integrity – guiding the college’s actions with an internally consistent framework of principles

Accessibility – facilitating access to the college’s programs from other locations

Diversity – valuing different points of view and contributions of all

Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal

Innovation – providing creative approaches to problem solving and growth

MISSION

Our mission is to:

Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.

Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.

Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.

Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.

Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

II. Target Groups

It is the intent of the college to conduct and maintain activities that have a positive impact on access and success for all students. Throughout this document, strategies will be defined for constituents affected by the various activities/programs implemented to provide equal opportunity for the following groups: **American Indians or Alaskan Natives, Asian or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities.**

III. Goals

Student Equity Goals have been developed for each of the five student equity indicator areas. These goals are as follows:

Access (A)

- A1. Increase the proportion of underrepresented student enrollment to generally reflect the overall college service area (over the next four years).

Course Completion (Success & Retention)(B)

- B1. Achieve a 65% success rate in credit courses in the Humanities & Social Sciences and Career Technical divisions for underrepresented student populations (over the next four years).
- B2. Achieve a 60% success rate in credit courses in the Math and Science division for underrepresented student populations (over the next four years).
- B3. Achieve an 85% retention rate in credit courses in the Humanities & Social Sciences and Career Technical divisions for underrepresented student populations (over the next four years).
- B4. Achieve an 85% retention rate in credit courses in the Math and Science division for underrepresented student populations (over the next four years).
- B5. Increase male success rates in Basic Skills and Math and Science by 5% to better match that of females (over the next four years).

ESL/Basic Skills Completion (C)

- C1. Achieve a 36% success rate for all student populations in Basic Skills courses (over the next four years).
- C2. Achieve an 85% retention rate for all student populations in Basic Skills courses (over the next four years).
- C3. Achieve an 80% success rate for underrepresented populations in credit ESL courses (over the next four years).
- C4. Increase male success rates in Basic Skills by 4% to better match that of females (over the next four years).

Degree and Certificate Completion (D)

- D1. Increase the percentage of males who earned an award of at least one year but less than two years and those who earned an Associate's Degree to better represent the overall student population (over the next four years).
- D2. Increase the percentage of African American students who earned an award of at least one year but less than two years and those who earned an Associate's Degree to better represent the overall student population (over the next four years).
- D3. Increase the percentage of Hispanic students who earned an Associate's Degree to better represent the overall student population (over the next four years).

Transfers (E)

- E1. Increase the percentage of male students who are transfer ready to better match that of the overall male student population. (over the next four years).
- E2. Increase the percentage of African American and Hispanic students who are transfer ready to better match that of the overall student population (over the next four years).
- E3. Increase the percentage of male students who graduate to better match that of the overall male student population (over the next four years).
- E4. Increase the percentage of African American and Hispanic students who graduate to better match that of the overall student population (over the next four years).

IV. Summary of Activities

To plan, direct and monitor student equity, the Student Equity Plan will be blended with the college mission statement and the college Matriculation Plan. Therefore, the Student Equity Plan and process will be evaluated annually with other college activities associated with student access and outcomes.

Access:

Outreach efforts including college tours and visits will be conducted throughout Victor Valley College's service area. New technologies are being expanded and utilized to increase enrollment options for new and continuing students. For instance, the K-16 Bridge Program utilizes web accessible tools for students to navigate through the enrollment and assessment process at their local high school. In addition, assessment is offered on a drop-in basis with no need for scheduled appointments with instant results along with drop-in counseling services. In order to reach the Hispanic community, the class schedule includes registration and matriculation information in Spanish. With the passage of the 2003-2004 state budget, the college has received additional BFAP-SFAA funding to increase awareness and participation in student financial aid programs through outreach activities that target potential Hispanic student populations. In addition, the new Victorville Education Center is planned to open in Fall 2008 offering courses in ESL and citizenship to the increasing Hispanic population.

Course Completion:

Activities related to identifying student learning outcomes at the course level have helped faculty analyze what is meant by success in their classes. Added measures have been the faculty involvement in the Basic Skills Initiative and staff development activities on learning styles and

cultural sensitivity. The implementation of an early alert system will soon be completed to improve the success and completion rate for high-risk students. Faculty members and community role models will be used to provide encouragement and mentoring to students, particularly Hispanic and African-American students. Avenues to develop learning communities and supplemental instruction, combined with Basic Skills instruction, will be studied for future implementation. In addition, special programs including Title IV (Student Support Services), EOP&S and DSP&S will target African-Americans to provide them with a variety of proven support services to increase completion and success rates for this special population. A new course offering, Guidance 101, is designed to enhance the first year experience by focusing on completing the matriculation process and by providing students tools to attain their education goals.

ESL/Basic Skills Completion:

Data to evaluate students who persist from Basic Skills to remedial math and English has been completed and shared with the Basic Skills Initiative team. Several innovative techniques are being used and more are planned for use in the basic skills area. Learning communities have been developed to bring students together and this program is expanding. In addition, an increase in the number of tutors is planned to aid instruction.

Degree & Certificate Completion:

Information about applying for the Associate Degree is typically posted in the college website in the admissions and records web page and will also be prominently displayed on the home page indicating to apply for graduation. Many student clubs such as Umoja and Discussion 2 Action are aiding students of various ethnic and social backgrounds to stay connected with the college which translates into award completion. As an integral part of their process, EOPS and DSPS continue to provide outreach for certificate and degree completion.

Transfers:

Guaranteed Transfer Agreements will be expanded by Victor Valley College with four-year institutions with a concentrated focus on the University of California, Riverside (UCR) and California State University, San Bernardino (CSUSB). Field trips will be conducted to promote transfer to students through campus organizations such as Phi Theta Kappa (PTK) and EOPS. The Research Office will continue to gather data from the National Student Clearinghouse and CSUSB and report on the success of our transfer students.

V. Resources

To implement the Student Equity Plan, existing state and federal funded resources will be used in conjunction with college general fund sources. Some activities cannot occur without additional funding and efforts will be made to incorporate these activities into proposals to the college foundation. Other activities require a shift in focus for existing programs and these will be funded by existing resources.

VI. District Contact

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Campus-Based Research

- **Overview**

The Research Office provided the data needed to evaluate the student equity indicators. Numerous existing sources of information routinely developed by the Research Office were used to provide an overall, general assessment of student equity. Reports from state MIS were analyzed by the Research Office and some were determined to not be useable. As with all reporting, the Student Equity Plan may become a venue for MIS and the Research Office to come together and identify areas for improved data integrity.

- **Student Satisfaction**

To provide general information on campus climate and student satisfaction, the Community College Survey of Student Engagement (CCSSE) was used in the Fall of 2007. The goal of the CCSSE instrument is to provide colleges useable information to inform decision making and target institutional improvements. Surveys were disseminated, by the IR staff, to students in traditional classes only during the Fall 2007 semester (See Table #2). This instrument provides five benchmarks to gauge student engagement. VVC provides an active and collaborative learning environment as noted in a score (50.1) above that of other large colleges. Benchmarks such as student-faculty interaction (46.2) and support for learners (48.0) were below other large colleges at (49.4) and (49.3), respectively. This information has been discussed at the Cabinet level and identified in accreditation documents.

- **Specific Research for Each Indicator**

1) Access: *Compare the percentage of each group that is enrolled to the percentage of each group in the adult populations within the community served.*

Data obtained from ESRI (See Figure 1) were used to compare the student population with our surrounding area (i.e. 20 mile radius). Overall, the surrounding area is well represented by VVC's student population (See Table 1). Although gender proportions are nearly identical for the surrounding area, females are overrepresented at VVC by eight percentage points. In addition, African American (11.5 vs. 7.4) and Hispanic (30.7 vs. 33.2) students are less represented by VVC's student population whereas Whites (44.8 vs. 39.4) are overrepresented. Age breakdowns are revealed but not heavily analyzed due to the known factor of a community college attracting a younger population. In the future, analyzing the various age groups to the type of course may be of value.

2) Course Completion: *The following section graphically displays course completion (success rates) and retention rates by division.*

The data provided in this section depict credit courses in the Humanities and Social Sciences, Math and Science, and Career Technical divisions by gender, race, and age over four consecutive Fall terms. All counts are at first census and to ensure anonymity, cells with fewer than 10 students were marked with an asterisk. For ease of comparison, the last column of each table provides campus wide percentages.

a. **Success Rate**

Defined: Compare the ratio of the number of enrollments that students successfully complete (A, B, C, and Cr) to the total number of enrollments on the census day of the term.

After reviewing this data, the Student Equity Committee identified certain challenge areas and developed appropriate goals for the indicator of course completion.

b. **Retention Rate**

Defined: Compare the ratio of the number of enrollments retained (A, B, C, D, F, CR, NC, I) to the total number of enrollments on the census day of the term.

After reviewing this data, the Student Equity Committee identified certain challenge areas and developed appropriate goals and activities for the indicator of course retention.

3) ESL and Basic Skills Completion: *The following section graphically displays success and retention rates by Basic Skills and ESL disciplines.*

The data provided in this section follows the same criteria as success indicator number two above. After reviewing this data, the Student Equity Committee identified certain challenge areas and developed appropriate goals for the indicator of course retention.

4) Degree & Certificate Completion: *Compare the number of degrees and certificates awarded with the numbers of degrees and certificates awarded in prior years.*

As depicted in Table 14, 33.1% of students who earned an Associates degree were male. This is in contrast to an overall male student proportion of 38.7% for Fall 2007. Although not shown, the assumption for the dramatically low male percentage in the awards of at least two but less than four years category is due to programs such as nursing and respiratory therapy where the male proportion is known to be very low. When compared to the overall student population, African Americans are underrepresented in all categories. In addition, Hispanics are not completing degrees in proportion to their student population. However, Hispanics are well-represented for the other categories and Whites are overrepresented in all categories.

5) Transfers: *The combined number of students completed courses accepted for transfer to a CSU or UC each fall term and the ethnic distribution of the transfer students.*

Figure 2 and 4 reveal that males graduate and become transfer ready at a rate below that of the college's male population. In addition, the Hispanic and African American populations graduate and become transfer ready at a rate that is lower than their respective student populations. Black (81%) and Hispanic (84%) students who transferred to Cal State University San Bernardino in 2004 revealed retention rates lower than that of Whites (86%) (See Tables 15 – 17). Likewise, Whites (32%) graduated within two years at a higher rate than Hispanics (27%) or African Americans (25%).

Future Activities to Meet Assigned Goals

Goals for Student Equity have been developed for each of the five indicator areas as well as for overall coordination of the plan's implementation. Once the goals were developed, the task force discussed the types of activities which were felt would have an impact on achieving those goals. The college currently has a number of existing programs designed to improve access and success.

1. Student Success Indicator for ACCESS

Compare the percentage of each group that is enrolled to the percentage of each group in the college's service area.

Goal A1: Increase the proportion of underrepresented student enrollment generally to reflect the overall college service area (over the next four years).

Activity #1: *Outreach and Recruitment:* Activities by the outreach counselor include providing documentation and tours to high schools, middle schools, charter schools, private schools, county offices, and juvenile detention centers.

Activity #2: *Senior Day:* Have high schools in the area visit and be provided information about VVC's programs and services. Conduct campus tours.

Activity #3: *Recruitment:* The college recruiter will track student interest and work with the Research Office to identify potential student need and outcome regarding these students once at VVC.

Activity #4: *K-16 Bridge Program:* This program allows high school students to identify potential careers, and perform many of the steps necessary for matriculation. For instance, these students are able to enroll, assess into math and English, create an educational plan with a counselor, participate in a college orientation program, and conduct a mock registration while still in high school.

Activity #5: *Conversational Spanish:* Mandatory development activity for all staff to improve our service to the increasing Hispanic population.

Activity #6: *Discussion 2 Action* – Students discuss issues pertaining to or affecting the community and college and try to develop workable solutions and suggestions.

2. Student Success Indicator for COURSE COMPLETION

Compare the ratio of the number of enrollments that students successfully complete (A, B, C, and Cr) to the total number of enrollments on the census day of the term.

Goal B1: Achieve a 65% success rate in credit courses in the Humanities & Social Sciences and Career Technical divisions for underrepresented student populations (over the next four years).

Goal B2: Achieve a 60% success rate in credit courses in the Math and Science division for underrepresented student populations (over the next four years).

Goal B3: Achieve an 85% retention rate in credit courses in the Humanities & Social Sciences and Career Technical divisions for underrepresented student populations (over the next four years).

Goal B4: Achieve an 85% retention rate in credit courses in the Math and Science division for underrepresented student populations (over the next four years).

Goal B5: Increase male success rates in Math and Science by 5% to better match that of females (over the next four years).

Activity #1: *Curriculum changes:* Explore various ways to enhance the curriculum to reflect the changing needs of students in such areas as applied learning.

Activity #2: *Cultural Sensitivity Training:* Continue and expand the use of a variety of teaching styles directed towards the different learning styles of students with the intent of improving student success.

Activity #3: *Early Alert:* Expand and automate the system of early alert for basic English and math students to provide assistance before they drop-out/fail.

Activity #4: *Learning Communities:* Expand the number of groups of high risk students who attend “cluster” basic skills courses and receive special attention.

Activity #5: *Student Learning Outcomes and Multicultural Curriculum:* Create a curriculum reflecting the diversity and experiences of our student population.

Activity #6: *Mentoring Program:* Conduct a mentoring program for minorities that involves college students, staff and the community. The mentors will assist students in accessing resources designed to help them stay in college.

Activity #7: *Recruit Culturally Diverse Staff:* Recruit staff that reflects the cultural diversity of our service area.

Activity #8: *Promote Social Activities:* Continue the clubs for Hispanic students and informal support groups on campus, as well as promoting special cultural and social events on campus.

Activity #9: *Orientation & Guidance:* Continue to enhance orientation and guidance programs for the first year experience (Guidance 101).

Activity #10: *High School Leadership Conference:* The purpose of the conference is to share and instill leadership skills through ice breakers, key-note Speakers, workshops, and guest speakers. By giving the students the opportunity to speak with the past and current ASB Council, counselors, and staff, it gives the student the “peer to peer” information that most first time students do not get to experience.

Activity #11: *ARCC:* Disaggregate Accountability Reporting for the Community Colleges (ARCC) data by race and gender.

3. Student Success Indicator for ESL and BASIC SKILLS COMPLETION

Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

Goal C1: Achieve a 36% success rate for all student populations in Basic Skills courses (over the next four years).

Goal C2: Achieve an 85% retention rate for all student populations in Basic Skills courses (over the next four years).

Goal C3: Achieve an 80% success rate for underrepresented populations in credit ESL courses (over the next four years).

Goal C4: Increase male success rates in Basic Skills by 4% to better match that of females (over the next four years).

Activity #1: Reporting: Work with Management Information Systems and the Dean of Institutional Effectiveness to create reports on the persistence of students from the final basic skills or ESL course to a degree applicable course.

Activity #2: BSI Learning Techniques: Diverse reading material is used in the Basic Skills English, ESL and Adult Literacy classes. Students are encouraged to write on topics that are familiar to them. Examples are used that students could encounter in their daily life. Many of the basic skills courses are offered in an open lab setting where students can ask questions and converse with other students. Often more than what is taught in the courses is exchanged between the students.

Activity #3: Learning Communities: Expand the number of groups of high risk students who attend “cluster” basic skills courses and receive special attention.

Activity #4: Student Learning Outcomes and Multicultural Curriculum: Create a curriculum reflecting the diversity and experiences of our student population.

Activity #5: Tutoring: Expand the number of tutors provided in programs such as basic skills. The tutors interact with the students and faculty to help assess student progress.

Activity #6: Training: More training, workshops and ongoing learning opportunities for the faculty and staff are needed.

Activity #7: ARCC: Disaggregate Accountability Reporting for the Community Colleges (ARCC) data by race and gender.

Activity #8: Counseling Services: A counselor will be appointed to work with Basic Skills students and to create Learning communities to supplement instruction.

4. Student Success Indicator for DEGREE and CERTIFICATE COMPLETION

Goal D1: Increase the percentage of males who earned an award of at least one year but less than two years and those who earned an Associate’s Degree to better represent the overall student population (over the next four years).

Goal D2: Increase the percentage of African American students who earned an award of at least one year but less than two years and those who earned an Associate’s Degree to better represent the overall student population (over the next four years)..

Goal D3: Increase the percentage of Hispanic students who earned an Associate's Degree to better represent the overall student population (over the next four years).

Activity #1: *Promote the Associate Degree:* Continue to develop college orientation procedures and informed counseling.

Activity #2: *Students who are "close" to obtaining a degree:* Continue to market local Universities such as University of Laverne, Chapman University, and Azusa etc. in the campus newsletter.

Activity #3: *Umoja:* A community of educators and learners committed to the academic success, personal growth and self-actualization of African American students. The Umoja Community seeks to educate the whole student – body, mind and spirit.

Activity #4: *EOPS Outreach:* and the EOPS Program plans to have a list end of the semester of those students who have not attended an EOPS Orientation and invite them to the next one. All students on the list will be sent a letter and given a personal phone call by one of the 13 Peer Advisors inviting them to attend the next EOPS Orientation. During regular college orientation, parents are invited to come and attend the orientation session with the student.

Activity #5: *ARCC:* Disaggregate Accountability Reporting for the Community Colleges (ARCC) data by race and gender.

Activity #6: *Puente Program:* This program is designed to highly encourage students to transfer to UCs and CSUs. It focuses on cohort learning. Students enroll in Puente-designated English 50 and Guidance 50 classes in their first semester. The next semester the students transition as a cohort to English 101 and Guidance 101. Puente participants are also paired with a mentor from the community or from the college. They also go on field trips to universities to provide them the opportunity to visit a university campus.

5. Student Success Indicator for TRANSFER

Goal E1: Increase the percentage of male students who are transfer ready to better match that of the overall male population (over the next four years).

Goal E2: Increase the percentage of African American and Hispanic students who are transfer ready to better match that of the overall population (over the next four years).

Goal E3: Increase the percentage of male students who graduate to better match that of the overall male population (over the next four years).

Goal E4: Increase the percentage of African American and Hispanic students who graduate to better match that of the overall population (over the next four years)..

Activity #1: *Field Trips:* Upon availability of external funding, conduct field trips to various colleges/universities in the state.

Activity #2: *Transfer Guarantees:* Promote the availability of transfer guarantees to students.

Activity #3: *Counselor Mentoring:* Create a mentoring program (Transfer Club) where counseling faculty work with students to assist them in transferring to an upper division college or university.

Activity #4: *Umoja:* A community of educators and learners committed to the academic success, personal growth and self-actualization of African American students. The Umoja Community seeks to educate the whole student – body, mind and spirit.

Activity #5: *Institutional Effectiveness:* Expand on the work produced through the Research Office in tracking students who transfer from VVC.

Activity #6: *ARCC:* Disaggregate Accountability Reporting for the Community Colleges (ARCC) data by race and gender.

Activity #7: *Puente Program:* This program is designed to highly encourage students to transfer to UCs and CSUs. It focuses on cohort learning. Students enroll in Puente-designated English 50 and Guidance 50 classes in their first semester. The next semester the students transition as a cohort to English 101 and Guidance 101. Puente participants are also paired with a mentor from the community or from the college. They also go on field trips to universities to provide them the opportunity to visit a university campus.

Sources of Funding

1) Internal Resources:

- Utilize existing resources by shifting the emphasis in some programs to accommodate the added student equity activities.
- Discuss and consider the reallocation of existing resources for selected student equity activities.

2) External Resources:

- Continue to submit grant applications to address student equity activities. Examples of some potential grant applications which might be submitted to supplement student equity activities include:
 - College Foundation
 - Talent Search & Upward Bound
 - Title III
 - Title V

Evaluation Schedule and Process

The evaluation for the plan will be both formative and summative. The formative evaluation will provide the opportunity to determine how activities are going to make any adjustments and the summative evaluation will determine if goals are being met.

The Matriculation Advisory Committee will be responsible for monitoring the Student Equity Plan. For the formative evaluation, the Matriculation Advisory Committee will receive reports on the

activities from those responsible. The Matriculation Advisory Committee will meet annually to review the progress and answer the following questions:

- Are the activities being conducted?
- Are the activities successful?
- What progress has been made toward achievement of current Student Equity Goals?
- Do any adjustments need to be made to the activities and/or strategies implemented?

The summative evaluation will be based on the five student equity indicators. The progress made towards meeting goals established for each indicator will be reviewed by the Student Equity Team on an annual basis. An annual report will focus on the plan's goals and data to support progress towards the goals.