

Intervention	Lead	Metrics	DI Groups	Projected outcome	Data collection and analysis	Status Updates
Provide professional development for faculty and staff to be able to recognize and support students with mental and physical health challenges	Sharon	Retained from fall to spring at the same college	African-American Male, Economically Disadvantage female, Foster youth male, Latino male, Veteran female	Increase in DI groups attending health center after receiving PD.	Sharon to send IE 900# of the year or semester before PD, and also the year or semester after PD. Sharon to also provide list of instructors and staff who received PD. IE will then look at how many DI students were sent by each instructor before and after the intervention (and to account for fluctuations in enrollment whether the % of the DI groups served that year vs next year sent to Health Center increased). IE will do this by matching the Health Center visitors 900# with the 900#'s of the students in the respective classes of the instructors who received the PD.	
Provide awareness and mental health wellness workshops to DI students in order to promote retention	Sharon	Retained from fall to spring at the same college	African-American Male, Economically Disadvantage female, Foster youth male, Latino male, Veteran female	Part 1: Increase in DI groups attending health center after outreach efforts. Part 2: If there is an increase in attendance, explore whether visiting a health center increases persistence.	Sharon to send IE 900# of the year or semester before workshops/outreach and also the year or semester after the workshops/outreach. IE will then match the 900#'s to demographic data and see if there was an increase in the # of DI group students who attended the Health Center. We can also check with if there as increase in the percentage of the population of that DIG to account for population changes (i.e. to make sure that an increase in DIGs attending Health Center was not due to that group population being higher that year).	
Utilize our early alert system by having counselors work with referred struggling or at-risk students	Jodi	Completed both transfer-level math and English within the district in the first year	African American male and female, Economically Disadvantaged female, Foster youth male and female, Latino male and female	Increase DI groups in Math and English courses receiving Early Alerts.	Ryder to provide 900#'s from Early Alerts in Fall 19 and spring 20 to establish baseline data. IE office to match 900#s to Math and English CRNs, remove duplicates, and show # early alerts by DI group. Repeat in fall 20 and spring 21 to see if increase compared to respective baseline semesters.	
Provide mapping and scheduling counseling for our DI groups	Jodi	Attained the Vision Goal completion definition	American Indian female, African-American male and female, Latino male and female, Veteran male	Increase DI group counseling appointments (both volume and as % of total DI group enrollment).	IE office to pull fall 18 appointments and match to DI groups to establish baseline, removing duplicates. Pull again for fall 19 to see if phone calls intervention worked.	
Increase transfer counseling appointments	Jodi	Transferred to a four-year institution	American Indian male and female, African American male and female, Disabled male, Foster youth male and female, Latino male and female, LGBT male and female	Increase in DI group transfer counseling.	Jodi and Khushnur (and Silva for Access) to work with counselors to ensure they consistently check the transfer counseling box so data is accurate. IE Office to pull spring 19 transfer counseling appointments as baseline (pre-instructions to consistently measure), and spring 20 to see if box is more consistently checked which would show overall increase in transfer counseling. Pull again in spring 21 to see if increase in DI groups attending transfer counseling compared to spring 20 baseline.	
Expand outreach to DI groups	Alejandra	Enrolled in the same community college	African-American female, Filipino female, Foster youth female, Latino female, Native Hawaiian male and female	Increase in DI group applications.	IE to pull fall 19 applications by DI group as baseline, and then fall 2020 applications post-outreach intervention to see if increase in number of DI group applications.	
Enhanced tutoring services	Deb	Retained from fall to spring at the same college	African-American Male, Economically Disadvantage female, Foster youth male, Latino male, Veteran female	Increase in DI group visits for tutoring.	Deb to provide 900#'s of visitors, IE to append demographics and remove duplicates. 17-18 is baseline, 18-19 is intervention, and 19-20 should be sustaining 18-19 levels.	
Bridge workshops	Deb	Completed both transfer-level math and English within the district in the first year	African American male and female, Economically Disadvantaged female, Foster youth male and female, Latino male and female	Increase in DI groups attending bridge workshops.	Deb to ask Tracy and Beth to provide 900#'s of students who attended bridge workshops. IE to match to demographics and remove duplicates. 18-19 is baseline year, 19-20 is intervention year.	
Course-embedded tutoring for Math and English	Deb	Completed both transfer-level math and English within the district in the first year	African American male and female, Economically Disadvantaged female, Foster youth male and female, Latino male and female	Increase in DI groups that take Math and English courses with embedded tutors.	Deb to send Math and English CRNs with embedded tutors. IE to pull demographics and remove duplicates. 18-19 is baseline year, 19-20 is intervention year.	

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Connect DI groups with Student Success coach to provide follow-up services	Claudia	Retained from fall to spring at the same college	African-American Male, Economically Disadvantage female, Foster youth male, Latino male, Veteran female	Increase in DI groups assigned a GPS coach.	Claudia to provide 900#'s for GPS students. IE to match demographics and disaggregate data. Fall 2019 is baseline, fall 2020 is intervention year. Additionally, IE to provide application data for target DI groups with contact info, and Claudia to work with Outreach to contact those students before fall 2020 starts to enroll them in GPS.	
Study undocumented students	Claudia/ Karla	Enrolled in the same community college  Attained the Vision Goal completion definition	Undocumented male and female students	Identify strategies to improve recruitment and persistence to completion of undocumented students.	Karla to provide data she collected on needs assessment. IE, Johnny, Karla and Claudia to review data together to see if any patterns emerge for how to best support persistence in undocumented students.  Karla to administer a short qualitative survey to ten undocumented students to gauge what the college can do to better recruit undocumented students. IE et al to review data together to see if any patterns emerge for how to best recruit these students. Data to also be shared with Sam who is doing ESL marketing fall 2019 to see if any collaboration possible.	
Study LGBT students	Sally	Completed both transfer-level math and English within the district in the first year  Attained the Vision Goal completion definition  Transferred to a four-year institution	LGBT male and female	Identify strategies to improve completion of transfer level math and english for LGBT female students, and transfer to a four year university and vision completion of LGBT male and female students.	Sally to administer focus groups in spring 2020 telling participants that LGBT students are less likely finish Math and English and less likely to graduate and transfer, then ask them to hypothesize why and what the college can do to improve those rates. IE and Sally to review data together to see if any patterns emerge and to brainstorm possible interventions. Sally to request from Johnny funding for her assistant to help with note taking during the focus groups, and gift card incentive funding to recruit students to the focus groups.	
Connecting foster youth to EOPS	Johnny	Retained from fall to spring at the same college	Foster youth male	Increase foster youth who register in EOPS	IE to see how many foster youth are EOPS in fall 2019 as the baseline, and then IE to see how many foster youth are in EOPS in fall 2020 to see if there is an increase.	
Offer more OER sections	Cindy	Retained from fall to spring at the same college	African-American Male, Economically Disadvantage female, Foster youth male, Latino male, Veteran female	Increase number of OER sections	IE to see how many sections are OER using the schedule of classes. There were 328 in 2018-2019 as the baseline.	
Enlarge textbook lending library	Gilbert	Retained from fall to spring at the same college	African-American Male, Economically Disadvantage female, Foster youth male, Latino male, Veteran female	Increase size of lending library	Gilbert provided summer 2019 baseline of 1495, and Gilbert to provide again in spring 2020	
Professional development	Brian	Retained from fall to spring at the same college	African-American Male, Economically Disadvantage female, Foster youth male, Latino male, Veteran female	Increase number of faculty who participate in high-impact equity training	SEA Committee to decide which activities meet criteria of high impact equity training. Based on this list, Brian to collect names of participants over past three years if available to establish baseline. Brian to remove duplicates. IE to append list with whether each faculty is full time or part time. IE to pull # of full time and part time faculty at college, and then IE to calculate the # of full-time and part-time faculty who completed high impact equity training. Repeat every year thereafter.	
Refer low-income students to financial support	Kim	Attained the Vision Goal completion definition	American Indian female, African-American male and female, Latino male and female, Veteran male	Increase students filling out FAFSA/CADAA	IE to work to pull FAFSA/CADAA data in collaboration with Financial Aid. Baseline was 11,870 in 2018-19.	

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Study some other race students	Oleg	Enrolled in the same community college  Transferred to a four-year institution	Some other race male and female	Identify background of students who identify as some other race and strategies to get them to enroll and also transfer to a four year college	IE to contact a sample of students in spring 2020 who identify as some other race and find out what their background is and what are their unique challenges	
Study more than one race	Oleg	Attained the Vision Goal completion definition	More than one race male	Identify which groups were selected for more than one race, and if applicable identify interventions unique to these groups	IE to identify in spring 2020 which specific groups more than one race identify as. Then, if applicable, IE to work with related stakeholders to identify interventions and study the interventions.	
Student homeless students	Oleg	All metrics	Homeless male and female	Identify interventions to help homeless students	IE to contact homeless students in spring 2020 to see what the college could do to support them.	
Study white female students	Oleg	Enrolled in the same community college	White female	Identify why white females did not enroll at MC	IE to conduct a survey of IE applicants who did not enroll	
Study Filipino students	Oleg	Enrolled in the same community college  Attained the Vision Goal completion definition	Filipino male and female	Identify why Filipino students did not enroll at MC and what interventions could help them meet their goals.	IE to contact filipino students who did not enroll and who dropped out. Note from Trulie--don't tell them we called them because they are Filipino. Also, provide Trulie with list of people I'm calling so she can follow up with them. Add to list whether they have a Comprehensive Ed Plan on file and Probationary status.	
Study Native Hawaiian or Other Pacific Islander students	Oleg	Enrolled in the same community college  Attained the Vision Goal completion definition	Native Hawaiian or Other Pacific Islander male and female	Identify why Native Hawaiian or Other Pacific Islander students did not enroll at MC and what interventions could help them meet their goals.	IE to contact Native Hawaiian or Other Pacific Islander students who did not enroll and who dropped out. Note from Trulie--don't tell them we called them because they are Filipino. Also, provide Trulie with list of people I'm calling so she can follow up with them. Add to list whether they have a Comprehensive Ed Plan on file and Probationary status.	
Study American Indian or Alaskan Native students	Oleg	Retained from fall to spring at the same college  Attained the Vision Goal completion definition  Transferred to a four-year institution	American Indian or Alaskan Native male and female	Identify interventions to help American Indian or Alaskan Native students.	IE to contact American Indian or Alaskan Native students that dropped out to see what their challenges are to completion.	