

BOARD REPORT NO. 14-11-2C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Anniqua Rana, Dean, Athletics, Library and Learning Resources, Cañada College, 306-3470
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**PRESENTATION OF STUDENT EQUITY PLANS
CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

Student Equity Planning is administered through the Student Success and Support (SSSP) unit at the State Chancellor's Office. SSSP staff are responsible for the implementation of the Board of Governor's Student Equity Policy and related regulations, including assessing district plans and reporting recommendations to the Board of Governors, providing districts with technical assistance in the development and improvement of plans, and assessing district progress towards the implementation of their plans over time.

College student equity plans focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges. "Success indicators" are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (§54220(d)). The State Budget trailer bill, SB 860 (2014) added requirements to address foster youth, veterans and low income students. Each college develops specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. College plans must describe the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the college.

At this meeting, Cañada College, College of San Mateo and Skyline are submitting their Student Equity Plans to the Board for review. At the Board meeting of December 10, the Board will be asked to approve the Plans prior to submission to the SSSP unit at the State Chancellor's Office.

Cañada College

Student Equity Plan 2014 to 2017

SIGNATURE PAGE

District: San Mateo Community Colleges District

Date Approved by Board of Trustees: December 8, 2014

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EXECUTIVE SUMMARY

Cañada College, a Hispanic Serving Institution (HSI) located in Redwood City, provides educational opportunities for about 7000 students. The college provides multiple programs and services to ensure that each of its students had the opportunity to succeed, no matter what their backgrounds and goals may be. This commitment is expressed in the college mission:

Cañada College provides our community a learning-centered environment, ensuring students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career and technical, basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

The 2014-17 Student Equity Plan, an update to the previous Student Equity Plan of 2004-05, is one of many efforts by the college to fulfill the goal of providing quality education for all of its students. This Student Equity Plan is the result of the work of the Cañada College Committee for Student Equity with the support of the campus research office, administrators, campus leaders of programs and services, faculty and students. The plan is to be reviewed on an annual basis by the Committee for Student Equity in consultation with college participatory governance councils.

Mission

Cañada College welcomes all students, cherishes their diversity, and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. As part of this commitment, the Committee for Student Equity (CSE) will update the Cañada College Student Equity Plan in accordance with the California Code of Regulations Title 5, Section 54220, and will study, monitor, and make recommendations to appropriate college bodies regarding student equity issues and efforts.

Analysis

Upon reviewing the student equity data, the following observations were made:

Access

- Asian and white students are overrepresented at Cañada College. Asians account for 11 percent of the College's enrollment and 27 percent of the population in the San Mateo County service area. Whites account for 28 and 43 percent of the College's enrollment and the county's service area population, respectively.
- Hispanic students are overrepresented at the College as they account for 40 percent of the College's enrollment and only 23 percent of the county's service area population.
- To maintain our status as a Hispanic Service Institution (HSI), the college needs to maintain an enrollment level of at least 25% of its students being identified as Hispanic.
- Low income residents between the ages of 18 and 64 are overrepresented at Cañada College. They account for 45 percent of the College's enrollment and 12 percent of the San Mateo County service area population.

- Students who are veterans are underrepresented at the College as they account for 1.5 percent of the College's population but 5.5 percent of the San Mateo County service area population.

Successful Course Completion

- **Hispanic** (58%), Pacific Islander (53%), and **African American** (48%) students consistently perform below the **College average** (62%), especially black students.
- **Asian** (73%) and **white** (68%) students **perform above** the College average (62%).
- **Students who are not low income** (65%) **perform slightly higher than students who are identified as low income** (60%).

ESL and Basic Skills Completion

English completion

- An **average of 45%** of Cañada students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Thirty-two percent (**32%**) of **African American** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Forty-five percent (**45%**) of **Hispanic** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Thirty-eight percent (**38%**) of **Asian** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Forty-six percent (**46%**) of **white** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).

Math completion

- An **average of 30%** of Cañada students who enrolled in math 120 (one level below transfer math) were progressed to and successfully completed math 125 (a transferable math course).
- Thirteen percent (**13%**) of **African American** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Twenty-eight percent (**28%**) of **Hispanic** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Eleven percent (**11%**) of **Asian** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).

- Thirty-one percent (**31%**) of **white** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Twenty-nine percent (**29%**) of **low income** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Twenty-six percent (**26%**) of **students who are Not low income** and enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).

ESL completion

- An **average of 56%** of Cañada students who enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Fifty-six percent (**56%**) of **Hispanic** students who enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Sixty percent (**60%**) of **low income** students who enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Forty-three percent (**43%**) of **students who are Not low income** and enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).

Degree & Certificate Completion

- An **average of 37%** of Cañada students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-two percent (**32%**) of **African American** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-two percent (**32%**) of **Filipino** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Forty percent (**40%**) of **Hispanic** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-eight percent (**38%**) of **white** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-seven percent (**37%**) of **low income** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-six percent (**36%**) of **students who are Not low income** and had degree or certificate as their matriculation goal earned a degree and/or certificate.

Transfer

- An **average of 41%** of Cañada students were transfer ready in 2008-2009 and transferred within 6 years.
- Forty-one percent (**41%**) of **African American** students were transfer ready in 2008-2009 and transferred within 6 years.

- Thirty-three percent **(33%) of Asian** students were transfer ready in 2008-2009 and transferred within 6 years.
- Thirty-one percent **(31%) of Hispanic** students were transfer ready in 2008-2009 and transferred within 6 years.
- Thirty-eight percent **(38%) of low income** students were transfer ready in 2008-2009 and transferred within 6 years.
- Forty-four percent **(44%) of students who are Not low income** and were transfer ready in 2008-2009 and transferred within 6 years.

Goals

Based on the review of the data, the following goals were recommended:

1. Access Goal: To target outreach efforts that will result in a consistent pattern of access that reflects the service area population.
2. Course Success Goal: To develop programs and activities to 1) improve overall course success rates, and 2) ensure the course success rates are equitable among all of the ethnic groups. Also to ensure all new students persist from fall to spring as dictated by their educational goals.
3. Basic Skills and ESL Completion: To increase the course success rate in basic skills/ESL to the average course completion rate for the college.
4. Degree/Certificate Completion Goal: Increase the completion rate of students in degree and certificate programs.
5. Transfer Goal: To increase the transfer rate among all of the ethnic groups.

Resources

Existing campus resources will be used to implement the objectives and activities for the goals and objectives identified.

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The Cañada College Committee for Student Equity

The Cañada College Committee for Student Equity (CSE) was formed in February, 2010, in response to a perceived need to collect and examine data on student success and student equity. In August 2014, the Equity Committee was combined with the Basic Skills Taskforce to create the Academic Committee for

Equity & Success (ACES) a joint committee of the Cañada Administration and Faculty Senate, is composed of faculty, administrators, Student Service staff, the campus researcher, and students.

Timeline

The Student Equity Plan was reviewed and received feedback from president's cabinet and council members in the month of September 2014, reviewed and received feedback from planning committees in the month of October and November 2014, was approved by the Planning and Budgeting Council (PBC) on November 19th, 2014, and was approved and adopted by San Mateo Community Colleges District Board of Trustees on December 8th, 2014. The plan was submitted to the Chancellor's Office by January 5, 2015.

CAMPUS-BASED RESEARCH

A. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

Data Included:

Table A1: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, fall 2012 – spring 2013

Table A2: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, fall 2012 – spring 2013

Table A3: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Age, fall 2012 – spring 2013

Table A4: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, fall 2012 – spring 2013

Table A5: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, fall 2012 – spring 2013

Table A6: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Veterans Status, fall 2012 – spring 2013

Table A7: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Foster Youth Status, fall 2012 – spring 2013

Notes:

- The key reference indicator for access is the “P Index”, which is the percentage of the Cañada College subgroup divided by the percentage of the county subgroup (e.g., for Hispanics, the index is 39.8% divided by 20.0% = 1.21). A P index value of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all San Mateo County residents and that same population comprised 10.0% of all Cañada College students, the P Index would = 1.00. Any value less than 1.00 indicates that a specific San Mateo County population is under-represented in Cañada College's student body. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- The proportionality metric is not intended to specify at which point a proportionality index should be considered as a “disproportionate impact.” The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.

- For example, the age data presented in Table A3 reveals varying degrees of both under- and over-representation for various age categories. These range from a P Index = 4.62 for Cañada College students aged 20 – 24 to a P Index = 0.11 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of Cañada College’s programs, services, and the larger college participation rates of these 2 groups.

Summary:

- Asian and white students are overrepresented at Cañada College. Asians account for 11 percent of the College’s enrollment and 27 percent of the population in the San Mateo County service area. Whites account for 28 and 43 percent of the College’s enrollment and the county’s service area population, respectively.
- Hispanic students are overrepresented at the College as they account for 40 percent of the College’s enrollment and only 23 percent of the county’s service area population.
- To maintain our status as a Hispanic Service Institution (HSI), the college needs to maintain an enrollment level of at least 25% of its students being identified as Hispanic.
- Low income residents between the ages of 18 and 64 are overrepresented at Cañada College. They account for 45 percent of the College’s enrollment and 12 percent of the San Mateo County service area population.
- Students who are veterans are underrepresented at the College as they account for 1.5 percent of the College’s population but 5.5 percent of the San Mateo County service area population.

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Table A1: Access by race/ethnicity

	San Mateo County Residents		Cañada College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	611,022		6,203		
African American	16,070	2.6%	212	3.4%	1.31
American Indian/ Alaska Native	1,003	0.2%	15	0.2%	1.21
Asian	165,048	27.0%	695	11.2%	0.41
Hispanic	142,187	23.3%	2,469	39.8%	1.71
Multi races	14,661	2.4%	775	12.5%	5.21
Pacific Islander	8,317	1.4%	113	1.8%	1.30
White	263,736	43.2%	1,723	27.8%	0.64
Other	N/A	N/A	N/A	0.0%	--
Unknown	N/A	N/A	201	3.2%	--

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database (2013/14).

Table A2: Access by Gender

	San Mateo County Residents		Cañada College Students Residing in San Mateo County		P index
	Count	Percent	Count	Percent	
Total 15 years and older	611,022		6,203		
Male	298,662	48.9%	2,337	37.7%	0.77
Female	312,360	51.1%	3,722	60.0%	1.17
Unrecorded	N/A	N/A	144	2.3%	--

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database (2013/14).

Table A3: Access by Age

	San Mateo County Residents		Cañada College Students Residing in San Mateo County		P index
	Count	Percent	Count	Percent	
Total 15 years and older	611,022		6,203		
15 to 19 years	40,913	6.7%	1,125	18.1%	2.71
20 to 24 years	41,625	6.8%	1,951	31.5%	4.62
25 to 29 years	49,603	8.1%	954	15.4%	1.89
30 to 39 years	108,606	17.8%	972	15.7%	0.88
40 to 49 years	111,108	18.2%	625	10.1%	0.55
50 to 59 years	107,454	17.6%	401	6.5%	0.37
60 years or older	151,713	24.8%	175	2.8%	0.11

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database (2013/14).

Table A4: Access by Disability Status

	San Mateo County Residents			Cañada College Students Residing in San Mateo County			P index
	Total	With a disability	Percent with a disability	Total	With a disability	Percent with a disability	
Persons 18 to 64 years	461,948	23,394	5.1%	5,823	332	5.7%	1.13
Persons 65 years and over	94,802	28,751	30.3%	85	3	3.5%	0.12

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table S1810: Disability Characteristics; SMCCCD Student Database (2013/14).

Table A5: Access by Income Level

	San Mateo County Low Income Residents			Cañada College Low Income Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Persons 18 to 64 years	461,331	56,852	12.3%	5,823	2,638	45.3%	3.68
Persons 65 years and over	94,802	12,774	13.5%	85	11	12.9%	0.96

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table B17024: Age by Ratio of Income to Poverty; SMCCCD Student Database, Financial Aid Awards 2013/14.

Table A6: Access by Veterans Status

	San Mateo County Veterans Status			Cañada College Low Veteran Students Residing in San Mateo County			
	Total	Count	Percent	Total	Count	Percent	P index
Veterans (2008-2012)	611,022	33,337	5.5%	6,203	93	1.5%	0.27

Sources: U.S. Census Bureau, State & County QuickFacts (<http://quickfacts.census.gov/qfd/states/06/06081.html>); SMCCCD Student Database (2013/14).

Table A7: Access by Foster Youth Status

	San Mateo County Foster Youth			Cañada College Low Veteran Students Residing in San Mateo County			
	Total	Count	Percent	Total	Count	Percent	P index
Foster Youth	44,937	130	0.3%	6,203	16	0.3%	0.89

Lucille Packard Foundation for Children's Health, kidsdata.org; State of California Department of Finance, Report P-3: State and County Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060; SMCCCD Student Database (2013/14).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

B. Course Completion

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. “Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

Data Included:

- Table B1: Successful Course Completion, fall 2013 – spring 2014

Notes:

- Table B1 displays successful course completion rates of Cañada College students enrolled in Fall 2013 and Spring 2014, combined. Successful course completion = earning a grade of A, B, C, P, or CR. Enrollment and completion data presented are counts of all courses attempted/completed— not student headcount.
- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the population with ten or more students that has the highest rate for the respective grouping. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Table 1 highlights the extent to which various populations’ successful course completion rates are within or outside of the 80% standard.
- Using race/ethnicity as an example. Students self-identifying as Filipino have the highest completion rate at Cañada College. This population’s success rate becomes the reference population standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students self-identifying as African-American is = 48.0%. This figure is 64.4% of the reference group’s success rate of 74.5%. Hence, their 80% Index = 64.4% and is below the 80% rule--and could be considered suffering disproportionate impact.
- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate

conversation and additional investigation into areas where disproportionate impact may be affecting student success.

- Care should be taken when interpreting results with low subgroup counts.

Summary:

- **Hispanic** (58%), Pacific Islander (53%), **and African American** (48%) students consistently perform below the **College average** (62%), especially black students.
- **Asian** (73%) and **white** (68%) students **perform above** the College average (62%).
- **Students who are not low income** (65%) **perform slightly higher than students who are identified as low income** (60%).

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Table B1: Course completion by population group

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion (duplicated)		80% Index
				Count	Rate	
Ethnicity	African American	379	1,480	710	48.0%	64.4%
	American Indian	27	104	56	53.8%	72.2%
	Asian	864	2,268	1,649	72.7%	97.5%
	<i>Filipino</i>	380	825	615	74.5%	100.0%
	Hispanic	3,738	13,680	7,956	58.2%	78.0%
	Multi Races	1,290	4,619	2,789	60.4%	81.0%
	Pacific Islander	156	555	292	52.6%	70.6%
	White	2,824	9,039	6,195	68.5%	91.9%
	Unknown	1,089	1,089	705	64.7%	86.8%
	Total	10,747	33,659	20,967	62.3%	83.6%
Gender	<i>Female</i>	6,088	20,354	13,045	64.1%	100.0%
	Male	3,670	12,719	7,510	59.0%	92.1%
	Not recorded	253	686	412	60.1%	93.7%
	Total	10,011	33,759	20,967	62.1%	96.9%

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion (duplicated)	80% Index	
Age	Younger than 20	1,628	6,823	4,154	60.9%	85.9%
	20 - 24	3,091	11,908	7,185	60.3%	85.1%
	25 - 29	1,625	4,731	2,918	61.7%	87.0%
	30 - 39	1,660	4,735	3,030	64.0%	90.3%
	40 - 49	1,044	3,106	1,990	64.1%	90.4%
	50 - 59	651	1,749	1,192	68.2%	96.2%
	<i>60 and older</i>	<i>302</i>	<i>673</i>	<i>477</i>	<i>70.9%</i>	<i>100.0%</i>
	Total	10,001	33,725	20,946	62.1%	87.6%
Disability Status	Receives DSPS services	529	2,094	1,204	57.5%	92.1%
	<i>No DSPS services</i>	<i>9,480</i>	<i>31,665</i>	<i>19,763</i>	<i>62.4%</i>	<i>100.0%</i>
	Total	10,009	33,759	20,967	62.1%	99.5%
Economic Status	Low income student	4,263	16,813	10,007	59.5%	92.0%
	<i>Not low income</i>	<i>5,746</i>	<i>16,946</i>	<i>10,960</i>	<i>64.7%</i>	<i>100.0%</i>
	Total	10,009	33,759	20,967	62.1%	96.0%
Probation 1 Status	On probation 1 status	787	2,359	457	19.4%	29.1%
	<i>Not on probation 1 status</i>	<i>9,880</i>	<i>31,400</i>	<i>20,923</i>	<i>66.6%</i>	<i>100.0%</i>
	Total	10,667	33,759	21,380	63.3%	95.0%
Probation 2 Status	On probation 2 status	498	1,260	386	30.6%	47.4%
	<i>Not on probation 2 status</i>	<i>10,169</i>	<i>32,499</i>	<i>20,994</i>	<i>64.6%</i>	<i>100.0%</i>
	Total	10,667	33,759	21,380	63.3%	98.0%

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion (duplicated)	80% Index
Dismissal Status	On dismissal status	428	1,066	198	18.6%
	<i>Not on dismissal status</i>	<i>10,239</i>	<i>32,693</i>	<i>21,182</i>	<i>64.8%</i>
	Total	10,667	33,759	21,380	63.3%
Veterans Status	Veteran	159	559	346	61.9%
	<i>Not a Veteran</i>	<i>9,850</i>	<i>33,200</i>	<i>20,621</i>	<i>62.1%</i>
	Total	10,009	33,759	20,967	62.1%
Foster Youth Status	Foster Youth	18	95	43	45.3%
	<i>Not Foster Youth</i>	<i>9,991</i>	<i>33,664</i>	<i>20,924</i>	<i>62.2%</i>
	Total	10,009	33,759	20,967	62.1%

Reference group is italicized and shaded white, subgroups suffering disproportionate impact are shaded dark green.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

C. ESL and Basic Skills Completion

The 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 compared to the number of those students who complete such a final ESL or basic skills course.

Data Included:

- Student Progression from a one level below transfer English course to completion of a transfer level English course, 2010/11 – 2013/14
- Student Progression from a one level below transfer Math course to completion of a transfer level Math course, 2010/11 – 2013/14
- Student Progression from a one level below transfer ESL course to completion of a transfer level ESL course, 2010/11 – 2013/14

Notes:

- The data presented in Tables C1-C3 tracks the progression of students who initially enroll in specified 'target' coursework during Academic Year 2010-11 (Summer-Fall-Spring) and who subsequently enroll in specified higher level coursework within the discipline. All course outcomes are tracked through spring 2014.
- The primary Student Equity Plan reference point is the "80% Index". This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The 'reference population' is the population with ten or more students that has the highest rate for the respective grouping. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Tables C1 – C3 highlights the extent to which various populations' progression rates are within or outside of the 80% standard.
- Using Table C1 and age as an example. Students 20-24 are the population with the highest rate of English completion at Cañada College. This population's success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students 30-39 = 46.9%. This figure is 90.4% of the reference group's success rate of 51.9%. Hence, their 80% Index = 90.4% and is not below the 80% rule--and is not considered to be suffering disproportionate impact.

- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts.

Summary:

English completion

- An **average of 45%** of Cañada students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Thirty-two percent (**32%**) of **African American** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Forty-five percent (**45%**) of **Hispanic** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Thirty-eight percent (**38%**) of **Asian** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Forty-six percent (**46%**) of **white** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).

Math completion

- An **average of 30%** of Cañada students who enrolled in math 120 (one level below transfer math) were progressed to and successfully completed math 125 (a transferable math course).
- Thirteen percent (**13%**) of **African American** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Twenty-eight percent (**28%**) of **Hispanic** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Eleven percent (**11%**) of **Asian** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Thirty-one percent (**31%**) of **white** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Twenty-nine percent (**29%**) of **low income** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).

- Twenty-six percent (**26%**) of students who are **Not low income** and enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).

ESL completion

- An **average of 56%** of Cañada students who enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Fifty-six percent (**56%**) of **Hispanic** students who enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Sixty percent (**60%**) of **low income** students who enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Forty-three percent (**43%**) of students who are **Not low income** and enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).

The 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 compared to the number of those students who complete such a final ESL or basic skills course.

Table C1: English completion by population group

		Enrolled in a one level below transfer English course (unduplicated)	Progressed to and successfully completed a transferable English course		80% Index
			Count	Row %	
Ethnicity	African American	38	12	31.6%	50.0%
	American Indian/Alaskan Native	1	0	0.0%	0.0%
	Asian	13	5	38.5%	60.9%
	Filipino	16	9	56.3%	89.1%
	Hispanic	245	111	45.3%	71.7%
	Multi Races	46	22	47.8%	75.7%
	Pacific Islander	23	10	43.5%	68.8%
	White	98	45	45.9%	72.7%
	Unknown	19	12	63.2%	100.0%
	Total	499	226	45.3%	71.7%
Gender	Female	277	134	48.4%	100.0%
	Male	207	92	44.4%	91.9%
	Not recorded	15	3	20.0%	41.3%
	Total	499	229	45.9%	94.9%

		Enrolled in a one level below transfer English course (unduplicated)	Progressed to and successfully completed a transferable English course	80% Index	
Age	Younger than 20	131	50	38.2%	73.6%
	20 - 24	243	126	51.9%	100.0%
	25 - 29	62	28	45.2%	87.1%
	30 - 39	32	15	46.9%	90.4%
	40 - 49	13	4	30.8%	59.3%
	50 - 59	13	6	46.2%	89.0%
	60 and older	1	0	0.0%	0.0%
	Total	495	229	46.3%	89.2%
Disability Status	<i>Receives DSPS services</i>	47	27	57.4%	100.0%
	<i>No DSPS services</i>	455	203	44.6%	77.7%
	Total	502	230	45.8%	79.8%
Economic Status	<i>Low income student</i>	328	161	49.1%	100.0%
	Not low income	168	68	40.5%	82.5%
	Total	496	229	46.2%	94.1%
Probation 1 Status	On probation 1 status	90	16	17.8%	33.9%
	<i>Not on probation 1 status</i>	406	213	52.5%	100.0%
	Total	496	229	46.2%	88.0%
Probation 2 Status	On probation 2 status	23	2	8.7%	18.1%
	<i>Not on probation 2 status</i>	473	227	48.0%	100.0%
	Total	496	229	46.2%	96.2%

		Enrolled in a one level below transfer English course (unduplicated)	Progressed to and successfully completed a transferable English course	80% Index	
Dismissal Status	On dismissal status	30	4	13.3%	27.6%
	<i>Not on dismissal status</i>	466	225	48.3%	100.0%
	Total	496	229	46.2%	95.6%
Veterans Status	Veteran	7	3	42.9%	92.9%
	<i>Not a Veteran</i>	490	226	46.1%	100.0%
	Total	497	229	46.1%	99.9%
Foster Youth Status	Foster Youth	9	4	44.4%	44.4%
	<i>Not Foster Youth</i>	487	225	46.2%	46.2%
	Total	496	229	46.2%	46.2%

Reference group is shaded white, subgroups suffering disproportionate impact are shaded dark green.

In 2010/11, **English 836** is used as the English course that is one level below transfer.

English courses included as transfer level are **English 100, 110, 161, 162, 164, and 165**.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

The 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 compared to the number of those students who complete such a final ESL or basic skills course.

Table C2: Math completion by population group

		Enrolled in a one level below transfer Math course (unduplicated)	Progressed to and successfully completed a transferable Math course		80% Index
			Count	Row %	
Ethnicity	African American	39	5	12.8%	35.9%
	American Indian/Alaskan Native	3	1	33.3%	93.3%
	Asian	45	5	11.1%	31.1%
	Filipino	33	9	27.3%	76.4%
	Hispanic	300	84	28.0%	78.4%
	Multi Races	66	21	31.8%	89.1%
	<i>Pacific Islander</i>	14	5	35.7%	100.0%
	White	292	89	30.5%	85.3%
	Unknown	58	15	25.9%	72.4%
	Total	850	234	27.5%	77.1%
Gender	Female	509	139	27.3%	94.4%
	<i>Male</i>	318	92	28.9%	100.0%
	Not recorded	15	2	13.3%	46.1%
	Total	842	233	27.7%	95.6%

		Enrolled in a one level below transfer Math course (unduplicated)	Progressed to and successfully completed a transferable Math course	80% Index	
Age	Younger than 20	207	36	17.4%	48.7%
	20 - 24	364	119	32.7%	91.5%
	25 - 29	117	29	24.8%	69.4%
	30 - 39	80	28	35.0%	98.0%
	40 - 49	42	15	35.7%	100.0%
	50 - 59	17	3	17.6%	49.4%
	60 and older	8	2	25.0%	70.0%
	Total	835	232	27.8%	77.8%
Disability Status	<i>Receives DSPS services</i>	54	15	27.8%	100.0%
	No DSPS services	790	218	27.6%	99.3%
	Total	844	233	27.6%	99.4%
Economic Status	<i>Low income student</i>	443	129	29.1%	100.0%
	Not low income	397	104	26.2%	90.0%
	Total	840	233	27.7%	95.3%
Probation 1 Status	On probation 1 status	79	11	13.9%	47.7%
	<i>Not on probation 1 status</i>	761	222	29.2%	100.0%
	Total	840	233	27.7%	95.1%
Probation 2 Status	On probation 2 status	71	6	8.5%	28.6%
	<i>Not on probation 2 status</i>	769	227	29.5%	100.0%
	Total	840	233	27.7%	94.0%

		Enrolled in a one level below transfer Math course (unduplicated)	Progressed to and successfully completed a transferable Math course	80% Index	
Dismissal Status	On dismissal status	21	4	19.0%	68.1%
	Not on dismissal status	819	229	28.0%	100.0%
	Total	840	233	27.7%	99.2%
Veterans Status	Veteran	14	2	14.3%	51.1%
	Not a Veteran	826	231	28.0%	100.0%
	Total	840	233	27.7%	99.2%
Foster Youth Status	Foster Youth	3	0	0.0%	0.0%
	Not Foster Youth	837	233	27.8%	27.8%
	Total	840	233	27.7%	27.7%

Reference group is shaded white, subgroups suffering disproportionate impact are shaded dark green.

In 2010/11, **Math 120, 122, and 123** were used as the Math courses that are one level below transfer.

Math courses included as transfer level are **Math 125, 130, 140, 200, 222, 241, 242, 251, 252, 253, 270, 275, and 695**.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

The 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 compared to the number of those students who complete such a final ESL or basic skills course.

Table C3: ESL completion by population group

		Enrolled in a one level below transfer ESL course (unduplicated)	Progressed to and successfully completed ENGL 100		80% Index
			Count	Row %	
Ethnicity	African American	1	0	0.0%	0.0%
	American Indian/Alaskan Native	0	0	--	--
	Asian	6	4	66.7%	88.9%
	Filipino	1	1	100.0%	133.3%
	Hispanic	84	47	56.0%	74.6%
	Multi Races	3	1	33.3%	44.4%
	Pacific Islander	1	0	0.0%	0.0%
	<i>White</i>	12	9	75.0%	100.0%
	Unknown	10	4	40.0%	53.3%
	Total	118	66	55.9%	74.6%
Gender	Female	59	33	55.9%	93.8%
	<i>Male</i>	52	31	59.6%	100.0%
	Not recorded	7	2	28.6%	47.9%
	Total	118	66	55.9%	93.8%

		Enrolled in a one level below transfer ESL course (unduplicated)	Progressed to and successfully completed ENGL 100	80% Index	
Age	Younger than 20	10	3	30.0%	37.5%
	20 - 24	20	16	80.0%	100.0%
	25 - 29	22	10	45.5%	56.8%
	30 - 39	40	24	60.0%	75.0%
	40 - 49	15	8	53.3%	66.7%
	50 - 59	3	3	100.0%	125.0%
	60 and older	3	0	0.0%	0.0%
	Total	113	64	56.6%	70.8%
Disability Status	Receives DSPS services	3	0	0.0%	0.0%
	No DSPS services	115	66	57.4%	100.0%
	Total	118	66	55.9%	97.5%
Economic Status	Low income student	97	57	58.8%	100.0%
	Not low income	21	9	42.9%	72.9%
	Total	118	66	55.9%	95.2%
Probation 1 Status	On probation 1 status	6	0	0.0%	0.0%
	Not on probation 1 status	112	66	58.9%	100.0%
	Total	118	66	55.9%	94.9%
Probation 2 Status	On probation 2 status	1	0	0.0%	0.0%
	Not on probation 2 status	117	66	56.4%	100.0%
	Total	118	66	55.9%	99.2%

		Enrolled in a one level below transfer ESL course (unduplicated)	Progressed to and successfully completed ENGL 100		80% Index
Dismissal Status	On dismissal status	0	0	--	--
	<i>Not on dismissal status</i>	<i>118</i>	<i>66</i>	<i>55.9%</i>	<i>100.0%</i>
	Total	118	66	55.9%	100.0%
Veterans Status	Veteran	1	0	0.0%	0.0%
	<i>Not a Veteran</i>	<i>117</i>	<i>66</i>	<i>56.4%</i>	<i>100.0%</i>
	Total	118	66	55.9%	99.2%

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *dark green*.

In 2010/11, **ESL 400** is used as the ESL course that is one level below transfer.

For ESL, the transfer level course students would take is **English 100**.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid. No Foster Youth students were identified in this analysis.

D. Degree or Certificate

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Data Included:

- Degree and Certificate completion rates, 2010/11 – 2013/14.

Notes:

- Students with an informed matriculation goal were identified as those recorded in the Student Activities Reporting System (SARS) as having met with a counselor during the Summer 2010, Fall 2010, or Spring 2011 terms to discuss their education plan or degree/certificate requirements.
- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the population with ten or more students that has the highest rate for the respective grouping. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Table E1 highlights the extent to which various populations’ transfer rates are within or outside of the 80% standard.
- Using gender as an example. Students self-identifying as female have the highest degree or certificate rate at Cañada College. This group’s success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students self-identifying as male is = 32.2%. This figure is 81.1% of the reference group’s success rate of 39.7%. Hence, their 80% Index = 81.1% and is not below the 80% rule--and is not considered to be suffering disproportionate impact.
- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts.

Summary:

- An **average of 37%** of Cañada students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-two percent (**32%**) of **African American** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-two percent (**32%**) of **Filipino** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Forty percent (**40%**) of **Hispanic** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-eight percent (**38%**) of **white** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-seven percent (**37%**) of **low income** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-six percent (**36%**) of **students who are Not low income** and had degree or certificate as their matriculation goal earned a degree and/or certificate.

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student education plan developed with a counselor/advisor.

Table D1: Degree and Certificate completion by population group

		Students with degree or certificate as their matriculation goal	Students who earned a degree and/or certificate		80% Index
			Count	Row %	
Ethnicity	African American	78	25	32.1%	70.5%
	American Indian/Alaskan Native	2	1	50.0%	110.0%
	Asian	44	20	45.5%	100.0%
	Filipino	25	8	32.0%	70.4%
	Hispanic	411	165	40.1%	88.3%
	Multi Races	69	13	18.8%	41.4%
	Pacific Islander	27	8	29.6%	65.2%
	White	312	121	38.8%	85.3%
	Unknown	99	30	30.3%	66.7%
	Total	1,067	391	36.6%	80.6%
Gender	Female	675	268	39.7%	100.0%
	Male	342	110	32.2%	81.0%
	Not recorded	50	13	26.0%	65.5%
	Total	1,067	391	36.6%	92.3%

		Students with degree or certificate as their matriculation goal	Students who earned a degree and/or certificate	80% Index	
Age	Younger than 20	183	53	29.0%	49.6%
	20 - 24	422	157	37.2%	63.8%
	25 - 29	141	51	36.2%	62.0%
	30 - 39	140	53	37.9%	64.9%
	40 - 49	93	39	41.9%	71.9%
	50 - 59	39	22	56.4%	96.7%
	60 and older	12	7	58.3%	100.0%
	Total	1,030	382	37.1%	63.6%
Disability Status	Receives DSPS services	88	3	3.4%	8.6%
	No DSPS services	979	388	39.6%	100.0%
	Total	1,067	391	36.6%	92.5%
Economic Status	Low income student	692	257	37.1%	100.0%
	Not low income	375	134	35.7%	96.2%
	Total	1,067	391	36.6%	98.7%
Probation 1 Status	On probation 1 status	73	3	4.1%	10.5%
	Not on probation 1 status	994	388	39.0%	100.0%
	Total	1,067	391	36.6%	93.9%
Probation 2 Status	On probation 2 status	84	6	7.1%	19.8%
	Not on probation 2 status	1,067	385	36.1%	100.0%
	Total	705	391	55.5%	153.7%

		Students with degree or certificate as their matriculation goal	Students who earned a degree and/or certificate		80% Index
Dismissal Status	On dismissal status	32	0	0.0%	0.0%
	<i>Not on dismissal status</i>	<i>1,035</i>	<i>391</i>	<i>37.8%</i>	<i>100.0%</i>
	Total	1,067	391	36.6%	97.0%
Veterans Status	Veteran	13	3	23.1%	62.7%
	<i>Not a Veteran</i>	<i>1,054</i>	<i>388</i>	<i>36.8%</i>	<i>100.0%</i>
	Total	1,067	391	36.6%	99.5%

Reference group is shaded white, subgroups suffering disproportionate impact are shaded dark green.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid. Less than 10 Foster Youth were identified in this analysis. They were not included in this analysis for privacy reasons as described in: <http://nces.ed.gov/pubs2012/2012151.pdf>.

E. Transfer

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, to the number of students in that group who actually transfer after one or more (up to six) years.

Data Included:

- Transfer rates, 2008/09 – 2013/14.

Notes:

- Cañada students identified as transfer ready are those who completed 12 or more units and attempted a transfer level mathematics or English course during the 2008/09 academic year (which included summer 2008, fall 2008, and spring 2009).
- Transfer data is obtained from a match of Cañada College students with the national database of students enrolled in four-year colleges available from the National Student Clearinghouse (NSC). The NSC is the closest thing the US has to a national student-level record system. However, the NSC database is limited by FERPA-suppressed student records and matching errors due to typographic inaccuracies in student names. Therefore, a number of Cañada College students *may be* omitted from the NSC database.
- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the population with ten or more students that has the highest rate for the respective grouping. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Table E1 highlights the extent to which various populations’ transfer rates are within or outside of the 80% standard.
- Using race/ethnicity as an example. Students self-identifying as Filipino have the highest transfer rate at Cañada College. This group’s success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students self-identifying as African American is = 40.7%. This figure is 77.0% of the reference group’s success rate of 52.9%. Hence, their 80% Index = 77.0% and is below the 80% rule--and could be considered suffering disproportionate impact.

- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts.

Summary:

- An **average of 41%** of Cañada students were transfer ready in 2008-2009 and transferred within 6 years.
- Forty-one percent (**41%**) of **African American** students were transfer ready in 2008-2009 and transferred within 6 years.
- Thirty-three percent (**33%**) of **Asian** students were transfer ready in 2008-2009 and transferred within 6 years.
- Thirty-one percent (**31%**) of **Hispanic** students were transfer ready in 2008-2009 and transferred within 6 years.
- Thirty-eight percent (**38%**) of **low income** students were transfer ready in 2008-2009 and transferred within 6 years.
- Forty-four percent (**44%**) of **students who are Not low income** and were transfer ready in 2008-2009 and transferred within 6 years.

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**, to the number of students in that group who actually transfer after one or more (up to six) years.

Table E1: Transfer by population group

		Transfer Ready Sum08,FA08,SP09	Transferred to a four-year institution		80% Index
			Count	Rate	
Ethnicity	African American	27	11	40.7%	77.0%
	American Indian/Alaskan Native	3	2	66.7%	125.9%
	Asian	54	18	33.3%	63.0%
	<i>Filipino</i>	17	9	52.9%	100.0%
	Hispanic	295	92	31.2%	58.9%
	Multi Races	0	0	--	--
	Pacific Islander	17	2	11.8%	22.2%
	White	314	156	49.7%	93.8%
	Unknown	96	47	49.0%	92.5%
	Total	823	337	40.9%	77.3%
Gender	<i>Female</i>	442	189	42.8%	100.0%
	Male	364	143	39.3%	91.9%
	Not recorded	17	5	29.4%	68.8%
	Total	823	337	40.9%	95.8%

		Transfer Ready Sum08,FA08,SP09	Transferred to a four-year institution		80% Index
			Count	Rate	
Age	<i>Younger than 20</i>	319	138	43.3%	100.0%
	20 - 24	330	138	41.8%	96.7%
	25 - 29	82	27	32.9%	76.1%
	30 - 39	46	17	37.0%	85.4%
	40 - 49	22	9	40.9%	94.6%
	50 - 59	16	6	37.5%	86.7%
	60 and older	3	0	0.0%	0.0%
	Total	818	335	41.0%	94.7%
Disability Status	<i>Receives DSPS services</i>	52	24	46.2%	100.0%
	No DSPS services	798	322	40.4%	87.4%
	Total	850	346	40.7%	88.2%
Economic Status	Low income student	409	154	37.7%	85.2%
	<i>Not low income</i>	412	182	44.2%	100.0%
	Total	821	336	40.9%	92.6%
Probation 1 Status	On probation 1 status	25	7	28.0%	67.7%
	<i>Not on probation 1 status</i>	796	329	41.3%	100.0%
	Total	821	336	40.9%	99.0%
Probation 2 Status	On probation 2 status	23	8	34.8%	84.6%
	<i>Not on probation 2 status</i>	798	328	41.1%	100.0%
	Total	821	336	40.9%	99.6%

		Transfer Ready Sum08,FA08,SP09	Transferred to a four-year institution		80% Index
			Count	Rate	
Dismissal Status	On dismissal status	2	0	0.0%	0.0%
	<i>Not on dismissal status</i>	<i>819</i>	<i>336</i>	<i>41.0%</i>	<i>100.0%</i>
	Total	821	336	40.9%	99.8%

Reference group is shaded white, subgroups suffering disproportionate impact are shaded dark green.

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

No veterans students were identified as having transferred and therefore, that student group does not appear in this analysis.

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid. Less than 10 Foster Youth were identified in this analysis. They were not included in this analysis for privacy reasons as described in: <http://nces.ed.gov/pubs2012/2012151.pdf>.

GOALS AND ACTIVITIES

Situation	Inputs	Activities	Outputs	Outcomes/ impacts
What problem are you trying to solve?	What resources go into the program?	What activities will the program undertake?	What is produced through those activities?	The changes or benefits that result from the program?
Hispanic and African American students are succeeding at a disproportionately lower rate.	<ul style="list-style-type: none"> • Retention Specialists • Embedded tutors • Financial guides • Culturally responsive programs like Puente and Umoja • Professional development structures and processes. 	<ul style="list-style-type: none"> • Wrap-around academic and culturally responsive support for students. • Professional development for Faculty, Retention Specialists, Embedded Tutors, and other support staff. • Data gathering to identify pathways to completion. 	<ul style="list-style-type: none"> • Over 75% faculty and support staff for courses one and two-level below transfer will receive on-going professional development to create culturally responsive learning environments. • Retention, success, and completion rates will increase by 5% for Hispanic and African American students. 	<ul style="list-style-type: none"> • Increased rates of success and completion for Hispanic and African American students.

Goals include performance measures for determining progress toward achieving the desired outcomes. The measures (activities) identify the baseline data findings from the basic research which forms the basis for noting an equity issues, as well as the amount of progress to be achieved. Target dates (Completion date) for achieving expected outcomes and responsible party are listed. Description of implementation actions to activities identified to address student equity goals will later be included in the progress report (a separate report).

Goals and activities also address disproportionate impact are included in the plan. The goals listed in this section also link to the budget and evaluation sections of the plan.

A. Access

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

Goal A.

Continue outreach efforts to maintain HSI status and recruit African American students at a higher level than represented in the community.

Activity A.1

Conduct outreach activities to the various areas of south San Mateo County.

Work closely with community organizations and local school districts to provide students with information on financial aid, registration processes, and the benefits of attending college. Meet regularly with partners (JobTrain, EDD, VITA, Sequoia Adult School, etc.) to encourage their clients to attend college.

Responsible Party: Outreach Coordinator and SparkPoint Director

Completion Date: 2017

Expected Outcome A1

- By 2017, SaprkPoint at Cañada College will provide informational workshops to over 800 potential Cañada College students regarding SparkPoint resources, financial aid, college registration, & public benefits.
- By 2017, SparkPoint at Cañada College will build and expand partnerships with local partners, such as, JobTrain, Employment Development Department, Earn it!, Keep it!, Save it!, San Mateo Credit Union, Sequoia Adult School, Sequoia Unified School District, and Second Harvest Food Bank of Santa Clara and San Mateo Counties.

Activity A.2.

Provide welcoming assessment, orientation and counseling to engage students as they begin their college career. *Student Success and Support Program (SSSP)*

Assessment: Review the current assessment process and consider piloting improved assessment methods to place students into English, math and reading courses.

Orientation: Regularly review the content of the orientation program to assure it meets the needs of students. Initial Student Follow-up: Conduct follow-up/retention activities to assure students who sign-up for orientation, attend orientation, take the assessment test, and make an appointment with a counselor. Counseling: Meet with each new student and prepare an initial Student Educational Plan prior to registration.

Responsible Party: Dean of Counseling

Completion Date: 2017

Expected Outcome A:

A.1., The percentage of Hispanic and African American students enrolling in Cañada College will continue to be 40% and higher and 3% and higher respectively.

A.2., The number of students who have completed new student orientation, assessment and counseling will be monitored and analyzed.

B. Course Completion

“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”

Goal B.

Improve the pedagogical and academic support practices for ESL, Math, and English courses two and one level below transfer to increase successful completion rates for Hispanic and African American students.

Activity B.1

Institutionalize intensive and on-going professional development opportunities for faculty, staff, and tutors for ESL, English, and Math courses one and two levels below transfer and the first level of transfer classes to support Hispanic and African American students to successfully complete their courses.

Beginning with an orientation retreat, a year-long series of on-line and in person Faculty-led trainings in collaboration with colleagues across the campus and the district will be compiled in professional portfolios and include, but will not be limited to, the following themes:

- Culturally responsive teaching
- Increasing retention
- Innovative classrooms
- Academic and personal support on campus and in the community
- Collaborating with Embedded tutors to increase success

Responsible Party: ACES Committee

Completion Date: 2017

Expected Outcome B.1

- By 2014-2015, 75% faculty, staff, and tutors for courses two-level below transfer in Math, English, and ESL will receive intensive and on-going professional development to support Hispanic and African American students to successfully complete their classes.
- By 2015-2016, 75% faculty, staff, and tutors for courses one-level below transfer in Math, English, and ESL will receive intensive and on-going professional development to support Hispanic and African American students to successfully complete their classes.
- By 2016-2017 75% faculty and staff teaching one and two levels below transfer and the first level of transfer classes in ESL, English, and Math will receive intensive and on-going professional development to support Hispanic and African American students to successfully complete their classes.

Activity B.2

Provide intensive student support services to the target population groups (*Student Success and Support Program (SSSP) Early Alert*): Conduct early alert program to identify students who are identified by faculty as needing assistance during the semester. Student Education Plan: Provide students with counseling services to develop comprehensive SEPs

Responsible Party: Dean of Counseling

Completion Date: 2017

Expected Outcome B.2:

1. The number of students who have been contacted through the early alert program and will be monitored and analyzed.
2. The number of students who have completed a comprehensive educational plan will be monitored and analyzed.

C. 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 C.

Create an institutional expectation that students completing the final ESL course or the final basic skills courses, will successfully complete transfer level courses.

Activity C.1

Retention specialist, Imbedded tutors, and faculty will provide culturally responsive and academically sound support services to students in Math, English, and ESL courses.

Responsible Party: ACES Coordinators and Director of Learning Resources

Completion Date: 2017

Expected Outcome C.1:

- By 2014-2015, success rates of Hispanic and African American students in courses two levels below transfer will increase by 2%, thereby decreasing the disproportionate impact rates.
- By 2015-2016, success rates of Hispanic and African American students in courses two levels below transfer will increase by 2%, thereby decreasing the disproportionate impact rates.
- By 2016-2017 success rates of Hispanic and African American students in courses two levels below transfer will increase by 2%, thereby decreasing the disproportionate impact rates.

Activity C. 2

Provide intensive student support services to the target population groups.

Information: Make presentations on the SparkPoint support services provided to students in the pre-transfer courses so they are able to find resources to address issues related to dropping out: child care, transportation, etc. Workshops: Conduct workshops on financial literacy; conduct targeted outreach efforts to low income African American students. Financial Coaching: Provide financial coaching services to students so they are able to manage their finances and able to stay in their classes. Benefits Advocacy: Provide support for students to obtain benefits (child care, transportation) so they can stay in their classes.

Responsible Party: Director of SparkPoint

Completion Date: 2017

Expected Outcome C.2:

- Over 900 students will have engaged SparkPoint services and resources by completing the SparkPoint Welcome Form and identifying SparkPoint services to pursue
- 300 SparkPoint students will engage in Financial Coaching and will improve their financial stability by identifying financial goals, creating a budget and taking up two or more SparkPoint Services.
- SparkPoint will host up to 4 SparkPoint professional development workshops for faculty and staff per academic year.

Activity C.3

Explore and implement the possible use of alternate assessment methods in initial course placement.

Responsible Party: Math and English faculty

Completion Date: 2016

Expected Outcome C.3

- Increase the percentage of Hispanic and African American students being placed in higher levels of Math and English courses.

D. Degree and Certificate Completion

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

Goal D.

Create clear pathways to increase the rate of Hispanic and African American students receiving certificates and degrees.

Activity D.1

Identify successful pathways of students completing certificates and degrees.

Responsible Party: ACES

Completion Date: 2017

Expected Outcome D.1

- Identify successful pathways of students.

Activity D.2

Provide data to faculty, staff, and ACES to help students create student educational plans and work toward their academic goals.

Responsible Party: Office of PRIE

Completion Date: 2017

Expected Outcome D.2

- Track and monitor the completion rates in degrees and certificates

Activity D.3

Increase numbers or rates of certificates and degrees for all groups.

Responsible Party: Deans

Completion Date: 2017

Expected Outcome D.3

- Increased certificates and degrees numbers or rate for all groups.

E. Transfer

“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 to the number of students in that group who actually transfer after one or more (up to six) years”

Goal E.

Increase the transfer rates by using local data identifying successful pathways of students who transfer. The office of PRIE will provide data to faculty and staff to help students create student educational plans and work toward their academic goals.

Activity E.1

Identify successful pathways of students completing transfer.

Responsible Party: ACES

Completion Date: 2017

Expected Outcome E.1

- Identify successful pathways of students.

Activity E.2

Provide data to faculty, staff, and ACES to help students create student educational plans and work toward their academic goals.

Responsible Party: Office of PRIE

Completion Date: 2017

Expected Outcome E.2

- Track and monitor the transfer rates or numbers

Activity E.3

Increase numbers or rates of transfer for all groups.

Responsible Party: Deans

Completion Date: 2017

Expected Outcome E.3

- Increased transfer numbers or rate for all groups.

BUDGET

This section list sources of funding for activities in the plan. The budget links to the goals and the evaluation sections of the plan.

Year 1 Budget Estimate:

Position/Program (Goal)	Percentage of the total budget	Budget Amount
Ret. Specialist (C)	50%	\$125,000
Tutors (C)	10%	\$25,000
Prof. Development (B)	20%	\$50,000
PUENTE (B &C)	10%	\$25,000
Spark-Point (A &C)	10%	\$25,000
Total	100%	\$250,000

EVALUATION SCHEDULE AND PROCESS

The Student Equity Plan will be reviewed annually by the Academic Committee for Equity and Success to determine whether the College is on track towards achieving the goals. This Section indicates the schedule and process for evaluating progress in implementing the goals identified in the plan. The evaluation links to the goals and budget sections. The evaluation process also link to the College program review process. The process ensures how to address compliance issues and mitigate disproportionate impact where found.

A. Access

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

Goal A.

Continue outreach efforts to maintain HSI status and recruit African American students at a higher level than represented in the community.

Evaluation: Annual Institutional data will indicate the success of the continued effort to maintain the HSI status of the college.

Completed by: Annually

Responsible Parties:

- ACES Committee will monitor the progress.
- PRIE will produce the institutional data annually.

B. Course Completion

“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”

Goal B.

Improve the pedagogical and academic support practices for ESL, Math, and English courses two and one level below transfer to increase successful completion rates for Hispanic and African American students.

Evaluation:

The ACES Coordinators will coordinate the quantitative and qualitative data provided by participants in professional development.

Faculty and support staff will create portfolios which will be shared with the ACES committee to help demonstrate the impact on their curriculum and teaching practices.

Completed by: Annually

Responsible Parties: ACES Committee and Coordinators

C. 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 C:

Create an institutional expectation that students completing the final ESL course or the final basic skills courses, will successfully complete transfer level courses.

Evaluation: Annual Institutional data will be used to evaluate the increase of success rates of students in ESL and pre-transfer courses

Completed by: Annually

Responsible Parties:

- ACES Committee will monitor the progress.
- PRIE will produce the institutional data annually.

D. Degree and Certificate Completion

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

Goal D.

Create clear pathways to increase the rate of Hispanic and African American students receiving certificates and degrees.

Evaluation: Annual Institutional data will be used to evaluate the increase in degrees and certification

Completed by: Annually

Responsible Parties:

- ACES Committee will monitor the progress.
- PRIE will produce the institutional data annually.

E. Transfer

“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 to the number of students in that group who actually transfer after one or more (up to six) years”

Goal E.

Increase the transfer rates by using local data identifying successful pathways of students who transfer. The office of PRIE will provide data to faculty and staff to help students create student educational plans and work toward their academic goals.

Evaluation: Annual Institutional data will be used to evaluate the increase in students prepared to transfer.

Completed by: Annually

Responsible Parties:

- ACES Committee will monitor the progress.
- PRIE will produce the institutional data annually

College of San Mateo Student Equity Plan



November 2014

COLLEGE OF SAN MATEO STUDENT EQUITY PLAN

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***College of San Mateo
Student Equity Plan
Signature Page***

District: San Mateo County Community College District

Date Approved by Board of Trustees: _____

College President: Mr. Michael Claire

Vice President of Student Services: Ms. Jennifer Hughes

Vice President of Instruction: Dr. Sandra Stefani Comerford

Academic Senate President: Dr. David Laderman

Student Equity Coordinator/Contact Person: Dr. Henry Villareal

Executive Summary

At the apex of College of San Mateo's planning process is its Mission Statement, which drives planning at both the institutional level and the program level and clearly puts student success at the center of the college's planning. The College's Diversity Statement calls out the college's policy of inclusiveness that recognizes values and reflects the diversity of the community the college serves.

To achieve its stated mission, the college has adopted the following Institutional Priorities:

Priority 1: Improve Student Success

Priority 2: Promote Academic Excellence

Priority 3: Develop Responsive, High-Quality Programs and Services

Priority 4: Support Professional Development

Priority 5: Implement the Integrated Planning Cycle and Ensure Fiscal Stability and the Efficient Use of Resources

Priority 6: Enhance Institutional Dialog

CSM's Institutional Priorities are reviewed each year by the Institutional Planning Committee (IPC), the body that has overarching stewardship for the ongoing implementation and assessment of College of San Mateo's institutional planning process. In addition, each year, IPC reviews the Educational Master Plan (EMP), a document based on quantitative and qualitative data and information that informs planning. The EMP includes extensive student achievement data. The Institutional Priorities and their associated objectives are reviewed annually by IPC. Based on a review of institutional data, objectives may be added or reviewed to assist the institution in achieving these Institutional Priorities.

In addition, the college has established a College Index, which identifies a number of key college indicators and is reviewed annually by IPC. Many of the college indicators are aligned with the indicators identified in the Student Equity Plan, as well as the statewide Scorecard, including student success, persistence, retention, and completion.

Finally, IPC reviews all departmental program reviews. As part of the program review process, the Office of Planning, Research, and Institutional Effectiveness provides each department with a variety of data regarding their programs, including data and information about student demographics, program efficiency, and other student achievement data. Themes and trends identified through program review are forwarded to IPC as part of their institutional planning cycle and process.

One of the key institutional priorities is *Improving Student Success*. A number of collegewide initiatives have been developed and approved by IPC to improve the success of specific student

populations, including, but not limited to the establishment of a Puente Program and an Umoja Program.

The preparation of the Student Equity Plan was the responsibility of the Student Equity Task Force, a participatory committee established by IPC in the spring, 2014 semester. Many members of the Task Force also serve on the Diversity in Action Group, the committee that developed prior Student Equity plans for the college. The Student Equity Plan was approved by IPC at its September 19, 2014 meeting.

Details on the student equity goals and groups for whom the goals have been set, the activities, and selected resources to support accomplishing these goals are found in the following pages. Expected outcomes for each activity and the department/person responsible for implementing the activity are specified.

Based on the Task Force's review of data the majority of goals and activities focus on the following student populations/programs:

- Students aged 18-24, with special emphasis on high school graduates from feeder high schools
- African American, Latino, and Pacific Island students
- Low income seniors
- Foster and incarcerated youth
- Veteran students
- AB 540 students
- ESL and basic skills students
- Probation students
- Revitalize CTE programs

College of San Mateo's local research has addressed and analyzed all components of the Student Equity reporting requirements. The starting point of CSM's equity data is access—the extent to which our student population reflects the larger demographic profile of San Mateo County. However, access alone is insufficient. CSM's equity data address student outcomes as well as access. The equity data provided examines the extent to which all various student populations are succeeding at equitable rates. The populations analyzed for disproportionate impact include ethnicity, gender, age, disability status, low income status, foster youth status, and veterans' status. These various student populations are tracked to measure equitable outcomes on the following core measures of academic success: overall successful course completion; ESL, English, and Math basic skills course completion and subsequent progression to degree-applicable/transfer level coursework; degree and certificate completion of students with informed educational goals; transfer readiness and transfer; and various types of academic probation.

Campus-Based Research

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

College of San Mateo's local research has identified the extent to which various groups residing in San Mateo County are underrepresented, overrepresented, or identical to CSM's student population who reside San Mateo County. Proportional representation rates (San Mateo County vs. CSM student population) are analyzed: ethnicity, gender, age, disability status, low income economic status, foster youth, and veterans. In terms of ethnicity, the two most overrepresented populations are Pacific Islanders and Multi-racial students. As expected, students aged 20-24 are the most overrepresented and those aged 60 and older are the most underrepresented. Male and female students mirror their proportional representation in San Mateo County as a whole. CSM enrolls a greater proportion of disabled students than their presence in San Mateo County as a whole. Low income students 65 years or older are underrepresented in terms of their overall presence in San Mateo County. Foster youth and veteran students aged 18 – 54 are overrepresented in relation to their proportional representation in San Mateo County as a whole.

Data for CSM Student Equity Plan 2014

Indicator #1 Access



Access: Student Equity Plan Definition

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

Data Included:

- Table 1: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, Fall 2012 – Spring 2013
- Table 2: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, Fall 2012 – Spring 2013
- Table 3: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age, Fall 2012 – Spring 2013
- Table 4: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, Fall 2012 – Spring 2013
- Table 5: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, Fall 2012 – Spring 2013
- Table 6. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Foster Youth Status, Fall 2012 – Spring 2013

- Table 7. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age and Veteran Status, Fall 2012 – Spring 2013

Key Findings:

- The proportional enrollment of all San Mateo County residents enrolling at CSM is presented in Tables 1-7. In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the following populations are analyzed:
 1. Ethnicity
 2. Gender
 3. Age
 4. Disability status
 5. Low income economic status
 6. Foster Youth
 7. Veterans
- The key reference indicator for access is the "P Index", where a value of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all San Mateo County residents and that same population comprised 10.0% of all CSM students, the P Index would = 1.00. In other words, the proportions of that population is equal. Any value less than 1.00 indicates that a specific San Mateo County population is under-represented in CSM's student body. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- The proportionality metric is not intended to specify at which point a proportionality index should be considered as a "disproportionate impact." The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the CSM Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.
- For example, the age data presented in Table 3 reveals varying degrees of both under- and over-representation for various age categories. These range from a P Index = 5.33 for CSM students aged 20 – 24 to a P Index = 0.15 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of CSM's programs, services, and the larger college participation rates of these 2 groups.

Table 1. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, Fall 2012 – Spring 2013

	San Mateo County Residents	CSM Students Residing in San Mateo County		
		Count	Percent	P index
Total 15 years and older	603,865	9,655		
African American	2.7%	273	2.8%	1.04
American Indian/ Alaska Native	0.2%	25	0.3%	1.56
Asian	26.4%	2,100	21.8%	0.82
Hispanic	23.3%	2,088	21.6%	0.93
Multi races	2.3%	1,393	14.4%	6.20
Pacific Islander	1.4%	235	2.4%	1.77
White	43.7%	3,541	36.7%	0.84
Other	0.0%	N/A	0.0%	---
Unknown	N/A	564	5.8%	---

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Hispanics, the index is 21.6% divided by 23.3% = 0.93). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students. Census Bureau ethnic categories were adjusted to conform to CSM ethnic categories. "Asian" includes Filipino. Multi races includes "Two or more races".

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2012 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database, End of term.

Table 2. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, Fall 2012 – Spring 2013

	San Mateo County Residents		CSM Students Residing in San Mateo County		P Index
	Count	Percent	Count	Percent	
Total 15 years and older	603,865		9,975		
Male	294,714	48.8	4,816	48.3	0.99
Female	309,151	51.2	5,159	51.7	1.01
Unrecorded	N/A	N/A	244	2.4	---

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Females, the index is 51.7% divided by 51.2% = 1.01). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students. Census Bureau gender categories do not include "unrecorded".

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2012 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database, End of term.

Table 3. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age, Fall 2012 – Spring 2013

	San Mateo County Residents		CSM Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P Index
Total 15 years and older	603,865		10,214		
15 to 19 years	41,228	6.8	1,898	18.6	2.72
20 to 24 years	41,027	6.8	3,701	36.2	5.33
25 to 29 years	49,479	8.2	1,442	14.1	1.72
30 to 39 years	106,371	17.6	1,363	13.3	0.76
40 to 49 years	112,080	18.6	828	8.1	0.44
50 to 59 years	106,298	17.6	619	6.1	0.34
60 years or older	147,382	24.4	363	3.6	0.15

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for those 15 to 19 years old, the index is 18.6% divided by 6.8% = 2.72). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2012 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database, End of term.

Table 4. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, Fall 2012 – Spring 2013

	San Mateo County Residents			CSM Students Residing in San Mateo County			P Index
	Total	With a disability	Pct with a disability	Total	With a disability	Pct with a disability	
Persons 18 to 64 years	461,948	23,394	5.1%	10,001	871	8.7%	1.71
Persons 65 years and over	94,802	28,751	30.3%	213	88	41.3%	1.36

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Persons 18 to 64 years, the index is 8.7% divided by 5.1% = 1.71). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table S1810: Disability Characteristics; SMCCCD Student Database, End of term.

Table 5. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, Fall 2012 – Spring 2013

Population for whom poverty/economic status is determined	San Mateo County Residents			CSM Students Residing in San Mateo County			
	Total	With Low Income		Total	With Low Income		P Index
		Count	Percent		Count	Percent	
Total 18 years or older	556,133	69,626	12.5%	10,214	2,128	20.8%	1.66
18 to 64 years	461,331	56,852	12.3%	10,001	2,115	21.1%	1.72
65 years or older	94,802	12,774	13.5%	213	13	6.1%	0.45

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Total 18 years or older, the index is 20.8% divided by 12.5% = 1.66). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents with known age and do not include concurrently enrolled high school students. CSM student economic status determined by student receipt of financial aid awards for low income students (e.g. BOG Fee Waivers A & B, Chafee Grant, etc.).

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table B17024: Age by Ratio of Income to Poverty; SMCCCD Student Database, Financial Aid Awards.

Table 6. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Foster Youth Status, Fall 2012 – Spring 2013

	Total Youth 16-20 Years	Foster Youth	
		Count	Row Pct
California	2,838,463	12,888	0.5
San Mateo County	44,947	130	0.3
CSM	3,075	43	1.4
P Index			4.67

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for foster youth 16 to 20 years old, the index is 1.4% divided by 0.3% = 4.67). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: Lucille Packard Foundation for Children's Health, kidsdata.org; State of California Department of Finance, Report P-3: State and County Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060; SMCCCD Student Database, End of term.

Table 7. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age and Veteran Status, Fall 2012 – Spring 2013

	Total San Mateo County Residents	San Mateo County Veterans		Total CSM Students	CSM Students Residing in San Mateo County		
		Count	Row Pct		Count	Row Pct	P Index
Civilian population 18 years and older	561,621	33,337	5.9	10,182	243	2.4	0.40
18 to 34 years	155,569	2,034	1.3	7,847	160	2.0	1.56
35 to 54	219,032	6,334	2.9	1,702	57	3.3	1.16
55 to 64	89,859	7,467	8.3	420	16	3.8	0.46
65 to 74	51,108	7,034	13.8	156	8	5.1	0.37
75 years and over	46,615	10,501	22.5	57	2	3.5	0.16

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for those 18 to 34 years old, the index is 2.0% divided by 1.3% = 1.56). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: U.S. Census Bureau, 2008-2012 American Community Survey (S2101 Veteran Status); SMCCCD Student Database, End of term.

CAMPUS-BASED RESEARCH

B. COURSE COMPLETION. 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.

Successful course completion of the following populations are analyzed: ethnicity, gender, age, disability status, low income economic status, academic standing, foster youth, and veterans. In terms of the primary Student Equity Plan reference point—the “80% Index” standard—the following disaggregated sub-populations were experiencing disproportionate impact in terms of successful course completion rates: African Americans and students younger than 20 years of age. As expected, all student sub-populations who were placed on Probation 1, Probation 2, and Dismissed academic status experienced major disproportionate impact. When assessing disproportionate impact, caution is advised with low subgroup counts (n<50). The CSM Equity Committee will also closely examine other disparities and gaps in successful course completion rates that fall within the 80% Index standard.

Data for CSM Student Equity Plan 2014 **Indicator #2 Course Completion**



Course Completion: Student Equity Plan Definition

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. “Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

Data Included:

- Table 1: Successful Course Completion, Fall 2012 – Spring 2013

Key Findings:

- Table 1 displays successful course completion rates of CSM students enrolled in Fall 2012 and Spring 2013, combined. Successful course completion = earning a grade of A, B, C, P, or CR. The data presented are counts of all courses attempted/completed—not student headcount.
- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the successful course completion rates of the following populations are analyzed:
 8. Ethnicity

9. Gender
10. Age
11. Disability status
12. Low income economic status
13. Academic standing (Probation 1, Probation 2, and Dismissed)
14. Foster Youth
15. Veterans

- The primary Student Equity Plan reference point is the "80% Index". This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The 'reference population' is the specific population with the highest rate of success. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Table 1 highlights the extent to which various populations' successful course completion rates are within or outside of the 80% standard.
- Using age as an example. Students 60 years or older have the highest successful course completion rate: 83.2%. This group's success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students younger than 20 = 65.8%. This figure is 79.1% of the reference group's success rate of 83.2%. Hence, their 80% Index = 79.1% and is below the 80% rule--and could be considered suffering disproportionate impact.
- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the CSM Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts (n<50).

Table 1. Successful Course Completion, Fall 2012 – Spring 2013

		Enrollment Count (duplicated)	Successful Course Completion		
			Count	Rate	80% Index
Ethnicity	African American	2,066	1,221	59.1%	78.4%
	American Indian/Alaskan Native	93	58	62.4%	82.7%
	Asian	6,865	5,132	74.8%	99.1%
	Filipino	3,372	2,441	72.4%	96.0%
	Hispanic	9,532	6,087	63.9%	84.7%
	Multi Races	7,270	4,806	66.1%	87.7%
	Pacific Islander	1,290	803	62.2%	82.6%
	White	14,444	10,642	73.7%	97.7%
	<i>Unknown</i>	<i>2,785</i>	<i>2,100</i>	<i>75.4%</i>	<i>100.0%</i>
Total	47,717	33,290	69.8%	92.5%	
Gender	<i>Female</i>	22,525	15,954	70.8%	100.0%
	Male	24,123	16,601	68.8%	97.2%
	Not recorded	1,069	735	68.8%	97.1%
	Total	47,717	33,290	69.8%	98.5%
Age	Younger than 20 years	12,802	8,419	65.8%	79.1%
	20 – 24 years	19,103	13,025	68.2%	82.0%
	25 – 29 years	5,576	3,982	71.4%	85.9%
	30 – 39 years	4,860	3,662	75.3%	90.6%
	40 – 49 years	2,583	1,945	75.3%	90.5%
	50 – 59 years	1,693	1,347	79.6%	95.7%
	<i>60 years and older</i>	<i>1,076</i>	<i>895</i>	<i>83.2%</i>	<i>100.0%</i>
	Total	47,693	33,275	69.8%	83.9%
Disability Status	<i>Receives DSPS services</i>	<i>4,764</i>	<i>3,341</i>	<i>70.1%</i>	<i>100.0%</i>
	No DSPS services	42,953	29,949	69.7%	99.4%
	Total	47,717	33,290	69.8%	99.5%
Economic Status	Low income student	10,300	6,528	63.4%	88.6%
	<i>Not low income</i>	<i>37,417</i>	<i>26,762</i>	<i>71.5%</i>	<i>100.0%</i>
	Total	47,717	33,290	69.8%	97.5%
Academic Standing	<i>Good academic standing</i>	<i>40,438</i>	<i>31,340</i>	<i>77.5%</i>	<i>100.0%</i>
	Probation 1	3,918	959	24.5%	31.6%
	Probation 2	1,985	627	31.6%	40.8%
	Dismissed	1,376	364	26.5%	34.1%
	Total	47,717	33,290	69.8%	90.0%
Foster Youth	Foster youth	516	252	48.8%	69.7%
	<i>Not foster youth</i>	<i>47,201</i>	<i>33,038</i>	<i>70.0%</i>	<i>100.0%</i>
	Total	47,717	33,290	69.8%	99.7%
Veterans	Veteran	1,282	883	68.9%	98.7%
	<i>Not a veteran</i>	<i>46,435</i>	<i>32,407</i>	<i>69.8%</i>	<i>100.0%</i>
	Total	47,717	33,290	69.8%	99.7%

Notes: The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts ($n < 50$). The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice. A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**. CSM course completion data include do not include 690 courses or concurrently enrolled high school students. Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

CAMPUS-BASED RESEARCH

C. 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 compared to the number of those students who complete such a final course.

CSM local research examined student progression in terms of various ‘starting points’ for basic skills and ESL students. Progression rates of the following populations are analyzed: ethnicity, gender, age, disability status, low income economic status, academic standing, foster youth, and veterans. English basic skills students were tracked to enrollment in transfer level English. Higher level ESL students were tracked to the final ESL course in the sequence. In addition, the highest level ESL students were tracked to transfer level English. Elementary and Intermediate Algebra students were tracked separately into degree applicable and transfer level Math, respectively. Due to small ‘n’ sizes associated with many of the disaggregated populations identified for disproportionate impact analysis, several groups were identified for disproportionate impact. Caution is advised with low subgroup counts (n<50). Beyond the 80% Index standard, the CSM Equity Committee is concerned about the low rates of overall progression of basic skills and ESL students to both degree applicable and transfer level coursework.

Data for CSM Student Equity Plan 2014 **Indicator #3 ESL and Basic Skills Completion**



ESL and Basic Skills Completion: Student Equity Plan Definition

The 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 compared to the number of those students who complete such a final ESL or basic skills course.

Data Included:

1. ENGL 838/848 Student Progression to ENGL 100, 2010/11 – 2013/14
2. ESL 828 Student Progression to ESL 400, 2010/11 – 2013/14
3. ESL 400 Student Progression to ENGL 100, 2010/11 – 2013/14
4. MATH 110/112 Student Progression to MATH 120/122, 2010/11 – 2013/14
5. MATH 120/123 Student Progression to MATH 125+, 2010/11 – 2013/14

Key Findings:

- The data presented in Tables 1-5 tracks the progression of students who initially enroll in specified 'target' coursework during Academic Year 2010-11 (Summer-Fall-Spring) and who subsequently enroll in specified higher level coursework within the discipline (e.g., ESL 828 ► ESL 400). All course outcomes are tracked through Spring 2014.
- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the ESL and basic skills course progression rates of the following populations are analyzed:
 16. Ethnicity
 17. Gender
 18. Age
 19. Disability status
 20. Low income economic status
 21. Academic standing (Probation 1, Probation 2, and Dismissed)
 22. Foster Youth
 23. Veterans
- The primary Student Equity Plan reference point is the "80% Index". This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The 'reference population' is the specific population with the highest rate of success. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Tables 1 - 5 highlights the extent to which various populations' progression rates are within or outside of the 80% standard.
- Using Table 1 and age as an example. Students 40-49 have the highest successful ENGL 838/848 course progression rate: 45.0%. This group's success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students 20-24 = 34.8%. This figure is 77.2% of the reference group's success rate of 45.0%. Hence, their 80% Index = 77.2% and is below the 80% rule--and could be considered suffering disproportionate impact.

- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the CSM Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts ($n < 50$).

Table 1. ENGL 838/848 Student Progression to ENGL 100, 2010/11 – 2013/14

		Enrolled ENGL 838/848 (unduplicated)	Progressed to ENGL 100		
			Count	Row N %	80% Index
Ethnicity	African American	63	28	44.4%	88.9%
	American Indian/Alaskan Native	**	**	**	100%
	Asian	150	67	44.7%	89.3%
	Filipino	124	48	38.7%	77.4%
	Hispanic	314	109	34.7%	69.4%
	Multi Races	170	55	32.4%	64.7%
	Pacific Islander	61	27	44.3%	88.5%
	White	307	101	32.9%	65.8%
	Unknown	**	**	**	70.4%
	Total	1,245	455	36.5%	73.1%
Gender	<i>Female</i>	518	196	37.8%	100.0%
	Male	698	251	36.0%	95.0%
	Not recorded	29	8	27.6%	72.9%
	Total	1,245	455	36.5%	96.6%
Age	Younger than 20	757	281	37.1%	82.5%
	20 - 24	328	114	34.8%	77.2%
	25 - 29	63	20	31.7%	70.5%
	30 - 39	43	18	41.9%	93.0%
	40 - 49	20	9	45.0%	100.0%
	50 - 59	**	**	**	79.4%
	60 and older	**	**	**	0.0%
	Total	1,227	447	36.4%	81.0%
Disability Status	<i>Receives DSPS services</i>	131	57	43.5%	100.0%
	No DSPS services	1,114	398	35.7%	82.1%
	Total	1,245	455	36.5%	84.0%
Economic Status	<i>Low income student</i>	510	198	38.8%	100.0%
	Not low income	735	257	35.0%	90.1%
	Total	1,245	455	36.5%	94.1%
Probation 1 Status AY10-11	On probation 1 status	353	121	34.3%	91.5%
	<i>Not on probation 1 status</i>	892	334	37.4%	100.0%
	Total	1,245	455	36.5%	97.6%
Probation 2 Status AY10-11	<i>On probation 2 status</i>	154	57	37.0%	100.0%
	Not on probation 2 status	1,091	398	36.5%	98.6%
	Total	1,245	455	36.5%	98.7%
Dismissal Status AY10-11	On dismissal status	78	13	16.7%	44.0%
	<i>Not on dismissal status</i>	1,167	442	37.9%	100.0%
	Total	1,245	455	36.5%	96.5%

		Enrolled ENGL 838/848 (unduplicated)	Progressed to ENGL 100		
			Count	Row N %	80% Index
Foster Youth	Foster youth	14	4	28.6%	78.1%
	<i>Not foster youth</i>	<i>1,231</i>	<i>451</i>	<i>36.6%</i>	<i>100.0%</i>
	Total	1,245	455	36.5%	99.7%
Veterans	Veteran	34	9	26.5%	72.0%
	<i>Not a veteran</i>	<i>1,211</i>	<i>446</i>	<i>36.8%</i>	<i>100.0%</i>
	Total	1,245	455	36.5%	50.5%

Notes: This table reports on students who were enrolled in ENGL 838/848 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in ENGL 100 through Spring 2014. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts ($n < 50$). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

“***” indicates the suppression of results for subgroups with small counts ($n < 10$), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 2. ESL 828 Student Progression to ESL 400, 2010/11 – 2013/14

		Enrolled ESL 828 (unduplicated)	Progressed to ESL 400		
			Count	Row N %	80% Index
Ethnicity	African American	**	**	**	0.0%
	American Indian/Alaskan Native	0	0	---	---
	<i>Asian</i>	60	30	50.0%	100.0%
	Filipino	**	**	**	75.0%
	Hispanic	40	12	30.0%	60.0%
	Multi Races	**	**	**	100.0%
	Pacific Islander	0	0	---	---
	White	14	6	42.9%	85.7%
	Unknown	**	**	**	72.2%
	Total	167	68	40.7%	81.4%
Gender	Female	84	33	39.3%	83.8%
	<i>Male</i>	64	30	46.9%	100.0%
	Not recorded	19	5	26.3%	56.1%
	Total	167	68	40.7%	86.9%
Age	Younger than 20	17	10	58.8%	58.8%
	20 - 24	40	20	50.0%	50.0%
	25 - 29	27	9	33.3%	33.3%
	30 - 39	30	10	33.3%	33.3%
	40 - 49	**	**	**	31.6%
	50 - 59	**	**	**	25.0%
	<i>60 and older</i>	**	**	**	100.0%
Total	139	58	41.7%	41.7%	
Disability Status	<i>Receives DSPTS services</i>	**	**	**	100.0%
	No DSPTS services	**	**	**	80.7%
	Total	167	68	40.7%	81.4%
Economic Status	<i>Low income student</i>	86	39	45.3%	100.0%
	Not low income	81	29	35.8%	78.9%
	Total	167	68	40.7%	89.8%
Probation 1 Status AY10-11	On probation 1 status	16	5	31.3%	74.9%
	<i>Not on probation 1 status</i>	151	63	41.7%	100.0%
	Total	167	68	40.7%	97.6%
Probation 2 Status AY10-11	On probation 2 status	**	**	**	91.7%
	<i>Not on probation 2 status</i>	**	**	**	100.0%
	Total	167	68	40.7%	99.6%
Dismissal Status AY10-11	On dismissal status	**	**	**	91.7%
	<i>Not on dismissal status</i>	**	**	**	100.0%
	Total	167	68	40.7%	99.6%

		Enrolled ESL 828 (unduplicated)	Progressed to ESL 400		
			Count	Row N %	80% Index
Foster Youth	Foster youth	0	---	---	---
	<i>Not foster youth</i>	167	68	40.7%	100.0%
	Total	167	68	40.7%	99.6%
Veterans	Veteran	**	**	**	0.0%
	<i>Not a veteran</i>	**	**	**	100.0%
	Total	**	**	40.7%	99.6%

Notes: This table reports on students who were enrolled in ESL 828 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in ESL 400 through Spring 2014. The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts ($n < 50$). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

“***” indicates the suppression of results for subgroups with small counts ($n < 10$), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 3. ESL 400 Student Progression to ENGL 100, 2010/11 – 2013/14

		Enrolled ESL 400 (unduplicated)	Progressed to ENGL 100		
			Count	Row N %	80% Index
Ethnicity	African American	0	0	---	---
	American Indian/Alaskan Native	0	0	---	---
	Asian	61	30	49.2%	49.2%
	<i>Filipino</i>	**	**	**	100.0%
	Hispanic	46	14	30.4%	30.4%
	Multi Races	**	**	**	20.0%
	Pacific Islander	**	**	**	0.0%
	White	**	**	**	25.0%
	Unknown	**	**	**	62.1%
	Total	152	67	44.1%	44.1%
Gender	Female	81	29	35.8%	53.7%
	Male	53	26	49.1%	73.6%
	<i>Not recorded</i>	18	12	66.7%	100.0%
	Total	152	67	44.1%	66.1%
Age	<i>Younger than 20</i>	**	**	**	100.0%
	20 - 24	34	14	41.2%	41.2%
	25 - 29	**	**	**	42.9%
	30 - 39	34	14	41.2%	41.2%
	40 - 49	16	2	12.5%	12.5%
	50 - 59	**	**	**	33.3%
	60 and older	**	**	**	0.0%
	Total	128	51	39.8%	39.8%
Disability Status	Receives DSPS services	**	**	**	56.1%
	<i>No DSPS services</i>	148	66	44.6%	100.0%
	Total	152	67	44.1%	98.8%
Economic Status	Low income student	66	26	39.4%	82.6%
	<i>Not low income</i>	86	41	47.7%	100.0%
	Total	152	67	44.1%	92.5%
Probation 1 Status AY10-11	On probation 1 status	**	**	**	74.5%
	<i>Not on probation 1 status</i>	**	**	**	100.0%
	Total	152	67	44.1%	98.5%
Probation 2 Status AY10-11	On probation 2 status	**	**	**	75.3%
	<i>Not on probation 2 status</i>	**	**	**	100.0%
	Total	152	67	44.1%	99.5%
Dismissal Status AY10-11	<i>On dismissal status</i>	**	**	**	100.0%
	Not on dismissal status	**	**	**	72.6%
	Total	152	67	44.1%	73.5%
	Foster youth	0	---	---	---

		Enrolled ESL 400 (unduplicated)	Progressed to ENGL 100		
			Count	Row N %	80% Index
Foster Youth	<i>Not foster youth</i>	152	67	44.1%	100.0%
	Total	152	67	44.1%	100.0%
Veterans	<i>Veteran</i>	**	**	**	100.0%
	Not a veteran	**	**	**	65.4%
	Total	152	67	44.1%	66.1%

Notes: This table reports on students who were enrolled in ESL 400 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in ENGL 100 through Spring 2014. The 80% Index compares the percentage of each subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts ($n < 50$). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

“**” indicates the suppression of results for subgroups with small counts ($n < 10$), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 4. MATH 110/112 Student Progression to MATH 120/122, 2010/11 – 2013/14

		Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		
			Count	Row N %	80% Index
Ethnicity	African American	43	15	34.9%	80.1%
	American Indian/Alaskan Native	0	0	---	---
	Asian	53	17	32.1%	73.7%
	<i>Filipino</i>	62	27	43.5%	100.0%
	Hispanic	229	90	39.3%	90.2%
	Multi Races	100	42	42.0%	96.4%
	Pacific Islander	34	13	38.2%	87.8%
	White	252	97	38.5%	88.4%
	Unknown	53	22	41.5%	95.3%
	Total	826	323	39.1%	89.8%
Gender	<i>Female</i>	402	163	40.5%	100.0%
	Male	407	158	38.8%	95.7%
	Not recorded	17	2	11.8%	29.0%
	Total	826	323	39.1%	96.4%
Age	Younger than 20	332	152	45.8%	91.6%
	20 - 24	261	92	35.2%	70.5%
	25 - 29	86	27	31.4%	62.8%
	30 - 39	79	28	35.4%	70.9%
	40 - 49	**	**	**	70.6%
	<i>50 - 59</i>	20	10	50.0%	100.0%
	60 and older	**	**	**	0.0%
	Total	813	321	39.5%	79.0%
Disability Status	Receives DSPS services	93	35	37.6%	95.8%
	<i>No DSPS services</i>	733	288	39.3%	100.0%
	Total	826	323	39.1%	99.5%
Economic Status	<i>Low income student</i>	341	146	42.8%	100.0%
	Not low income	485	177	36.5%	85.2%
	Total	826	323	39.1%	91.3%
Probation 1 Status AY10-11	On probation 1 status	180	61	33.9%	83.6%
	<i>Not on probation 1 status</i>	646	262	40.6%	100.0%
	Total	826	323	39.1%	96.4%
Probation 2 Status AY10-11	On probation 2 status	96	28	29.2%	72.2%
	<i>Not on probation 2 status</i>	730	295	40.4%	100.0%
	Total	826	323	39.1%	96.8%
Dismissal Status AY10-11	On dismissal status	60	10	16.7%	40.8%
	<i>Not on dismissal status</i>	766	313	40.9%	100.0%
	Total	826	323	39.1%	95.7%
	Foster youth	**	**	**	51.0%

		Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		
			Count	Row N %	80% Index
Foster Youth	<i>Not foster youth</i>	**	**	**	100.0%
	Total	826	323	39.1%	99.7%
Veterans	<i>Veteran</i>	38	10	26.3%	66.2%
	Not a veteran	788	313	39.7%	100.0%
	Total	826	323	39.1%	98.5%

Notes: This table reports on students who were enrolled in MATH 110/112 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in MATH 120/122 through Spring 2014. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts ($n < 50$). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

“***” indicates the suppression of results for subgroups with small counts ($n < 10$), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 5. MATH 120/123 Student Progression to MATH 125+, 2010/11 – 2013/14

		Enrolled MATH 120/123 (unduplicated)	Progressed to MATH 125+		
			Count	Row N %	80% Index
Ethnicity	African American	50	17	34.0%	72.2%
	American Indian/Alaskan Native	**	**	**	35.4%
	<i>Asian</i>	<i>104</i>	<i>49</i>	<i>47.1%</i>	<i>100.0%</i>
	Filipino	80	36	45.0%	95.5%
	Hispanic	265	116	43.8%	92.9%
	Multi Races	98	45	45.9%	97.5%
	Pacific Islander	29	7	24.1%	51.2%
	White	329	136	41.3%	87.7%
	Unknown	**	**	**	81.6%
	Total	1,026	432	42.1%	89.4%
Gender	<i>Female</i>	<i>469</i>	<i>200</i>	<i>42.6%</i>	<i>100.0%</i>
	Male	527	223	42.3%	99.2%
	Not recorded	30	9	30.0%	70.4%
	Total	1,026	432	42.1%	98.7%
Age	<i>Younger than 20</i>	<i>382</i>	<i>185</i>	<i>48.4%</i>	<i>100.0%</i>
	20 - 24	375	148	39.5%	81.5%
	25 - 29	106	46	43.4%	89.6%
	30 - 39	88	30	34.1%	70.4%
	40 - 49	41	12	29.3%	60.4%
	50 - 59	**	**	**	41.3%
	60 and older	**	**	**	0.0
	Total	1,005	423	42.1%	86.9%
Disability Status	<i>Receives DSPS services</i>	<i>100</i>	<i>53</i>	<i>53.0%</i>	<i>100.0%</i>
	No DSPS services	926	379	40.9%	77.2%
	Total	1,026	432	42.1%	79.4%
Economic Status	<i>Low income student</i>	<i>390</i>	<i>168</i>	<i>43.1%</i>	<i>100.0%</i>
	Not low income	636	264	41.5%	96.4%
	Total	1,026	432	42.1%	97.7%
Probation 1 Status AY10-11	On probation 1 status	180	62	34.4%	78.8%
	<i>Not on probation 1 status</i>	<i>846</i>	<i>370</i>	<i>43.7%</i>	<i>100.0%</i>
	Total	1,026	432	42.1%	96.3%
Probation 2 Status AY10-11	On probation 2 status	90	26	28.9%	66.6%
	<i>Not on probation 2 status</i>	<i>936</i>	<i>406</i>	<i>43.4%</i>	<i>100.0%</i>
	Total	1,026	432	42.1%	97.1%
Dismissal Status AY10-11	On dismissal status	47	7	14.9%	34.3%
	<i>Not on dismissal status</i>	<i>979</i>	<i>425</i>	<i>43.4%</i>	<i>100.0%</i>
	Total	1,026	432	42.1%	97.0%

		Enrolled MATH 120/123 (unduplicated)	Progressed to MATH 125+		
			Count	Row N %	80% Index
Foster Youth	<i>Foster youth</i>	**	**	**	<i>100.0%</i>
	Not foster youth	**	**	**	98.1%
	Total	1,026	432	42.1%	98.1%
Veterans	Veteran	**	**	**	94.8%
	<i>Not a veteran</i>	**	**	**	<i>100.0%</i>
	Total	1,026	432	42.1%	99.8%

Notes: This table reports on students who were enrolled in MATH 120/123 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in MATH 125/130/145/200/241 through Spring 2014. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts ($n < 50$). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

“**” indicates the suppression of results for subgroups with small counts ($n < 10$), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

CSM local research tracked students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining an Associate Degree or Certificate. Students' academic history was analyzed in terms of the rate at which those students subsequently earned any Degree or Certificate through Spring 2014. Degree and Certificate completion rates of the following populations are analyzed: ethnicity, gender, age, disability status, low income economic status, foster youth, and veterans. Both Certificates of Achievement and Certificates of Specialization are counted. Due to small 'n' sizes associated with many of the disaggregated populations identified for disproportionate impact analysis, several groups were identified for disproportionate impact. Caution is advised with low subgroup counts (n<50). Beyond the 80% Index standard, the CSM Equity Committee is concerned about increasing the rate at which all students earn degrees and certificates.

Data for CSM Student Equity Plan 2014 **Indicator #4 Degree and Certificate Completion**



Degree and Certificate Completion: Student Equity Plan Definition

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Data Included:

- Table 1: Degree and Certificate Completion of Degree-Seeking Students, Fall 2010 – Spring 2014
- Table 2: Degree Completion of Degree-Seeking Students, Fall 2010 – Spring 2014
- Table 3: Degree and Certificate Completion of Certificate-Seeking Students, Fall 2010 – Spring 2014
- Table 4: Certificate Completion of Certificate-Seeking Students, Fall 2010 – Spring 2014

Key Findings:

- The data presented in Tables 1 - 4 track students who both met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and

indicated an educational goal of obtaining an Associate Degree or Certificate, and reports on the rate at which those students subsequently earned any Degree or Certificate through Spring 2014. Both Certificates of Achievement and Certificates of Specialization are counted.

- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the Degree and Certificate completion rates of the following populations are analyzed:
 24. Ethnicity
 25. Gender
 26. Age
 27. Disability status
 28. Low income economic status
 29. Foster Youth
 30. Veterans

- The primary Student Equity Plan reference point is the "80% Index". This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The 'reference population' is the specific population with the highest rate of success. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

- The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.

- Using this methodology, the 80% Index data column in Tables 1 - 4 highlights the extent to which various populations' degree and certificate completion rates are within or outside of the 80% standard.

- Using Table 1 and age as an example. Students 40-49 have the highest successful Degree and Certificate completion rate: 46.4%. This group's completion rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The completion rate of students 25-29 = 26.7%. This figure is 57.5% of the reference group's success rate of 46.4%. Hence, their 80% Index = 57.5% and is below the 80% rule--and could be considered suffering disproportionate impact.

- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the CSM Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts ($n < 50$).

Table 1. Degree and Certificate Completion of Degree-Seeking Students, Fall 2010 – Spring 2014

		Headcount (unduplicated)	Any Award Completion		
			Count	Rate	80% Index
Ethnicity	African American	54	16	29.6%	79.0%
	<i>American Indian/Alaskan Native</i>	**	**	**	100.0%
	Asian	187	64	34.2%	91.3%
	Filipino	124	30	24.2%	64.5%
	Hispanic	342	106	31.0%	82.7%
	Multi Races	129	25	19.4%	51.7%
	Pacific Islander	45	10	22.2%	59.3%
	White	409	116	28.4%	75.6%
	Unknown	**	**	**	67.1%
	Total	1,407	395	28.1%	74.9%
Gender	<i>Female</i>	664	228	34.3%	100.0%
	Male	686	160	23.3%	67.9%
	Not recorded	111	23	20.7%	60.3%
	Total	1,461	411	28.1%	81.9%
Age	Younger than 20 years	390	79	20.3%	43.7%
	20 – 24 years	541	171	31.6%	68.2%
	25 – 29 years	180	48	26.7%	57.5%
	30 – 39 years	140	46	32.9%	70.8%
	<i>40 – 49 years</i>	69	32	46.4%	100.0%
	<i>50 – 59 years</i>	**	**	**	86.3%
	60 years and older	**	**	**	27.0
	Total	1,368	393	28.7%	61.9%
Disability Status	Receives DSPS services	147	41	27.9%	99.1%
	<i>No DSPS services</i>	1314	370	28.2%	100.0%
	Total	1,461	411	28.1%	99.9%
Economic Status	<i>Low income student</i>	596	184	30.9%	100.0%
	Not low income	865	227	26.2%	85.0%
	Total	1,461	411	28.1%	91.1%
Foster Youth	Foster youth	12	1	8.3%	29.3%
	<i>Not foster youth</i>	1,449	410	28.3%	100.0%
	Total	1,461	411	28.1%	99.3%
Veterans	<i>Veteran</i>	79	24	30.4%	100.0%
	Not a veteran	1,382	387	28.0%	92.1%
	Total	1,461	411	28.1%	92.4%

Notes: This table tracks students who both met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining an associate degree, and reports on whether or not those students subsequently earned any degree or certificate through Spring 2014. The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection

Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice. A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

“**” indicates the suppression of results for subgroups with small counts ($n < 10$), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 2. Degree Completion (only) of Degree-Seeking Students, Fall 2010 – Spring 2014

		Headcount (unduplicated)	Degree Completion Only		
			Count	Rate	80% Index
Ethnicity	<i>African American</i>	54	15	27.8%	100.0%
	American Indian/Alaskan Native	**	**	**	90.0%
	Asian	187	49	26.2%	94.3%
	Filipino	124	26	21.0%	75.5%
	Hispanic	342	89	26.0%	93.7%
	Multi Races	129	20	15.5%	55.8%
	Pacific Islander	45	9	20.0%	72.0%
	White	409	91	22.2%	80.1%
	Unknown	**	**	**	72.9%
	Total	1,407	319	22.7%	81.6%
Gender	<i>Female</i>	664	191	28.8%	100.0%
	Male	686	128	18.7%	64.9%
	Not recorded	111	15	13.5%	47.0%
	Total	1,461	334	22.9%	79.5%
	Younger than 20 years	390	66	16.9%	44.9%
	20 – 24 years	541	145	26.8%	71.1%
	25 – 29 years	180	38	21.1%	56.0%
	30 – 39 years	140	36	25.7%	68.2%
	<i>40 – 49 years</i>	69	26	37.7%	100.0%
	50 – 59 years	**	**	**	73.0%
	60 years and older	**	**	**	33.2%
	Total	1,368	323	23.6%	62.7%
Disability Status	Receives DSPTS services	147	28	19.0%	81.8%
	<i>No DSPTS services</i>	1314	306	23.3%	100.0%
	Total	1,461	334	22.9%	98.2%
Economic Status	<i>Low income student</i>	596	146	24.5%	100.0%
	Not low income	865	188	21.7%	88.7%
	Total	1,461	334	22.9%	93.3%
Foster Youth	Foster youth	12	1	8.3%	36.1%
	<i>Not foster youth</i>	1,449	333	23.0%	100.0%
	Total	1,461	334	22.9%	99.6%
Veterans	<i>Veteran</i>	79	19	24.1%	100.0%
	Not a veteran	1,382	315	22.8%	94.6%
	Total	1,461	334	22.9%	95.0%

Notes: This table tracks students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining an associate degree, and reports on whether or not those students subsequently earned any degree through Spring 2014. The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). The methodology is based on the Equal Employment

Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice. A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

“**” indicates the suppression of results for subgroups with small counts ($n < 10$), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 3. Degree and Certificate Completion of Certificate-Seeking Students, Fall 2010 – Spring 2014

		Headcount (unduplicated)	Any Award Completion		
			Count	Rate	80% Index
Ethnicity	African American	**	**	**	0.0%
	American Indian/Alaskan Native	**	**	**	0.0%
	Asian	**	**	**	22.2%
	Filipino	**	**	**	0.0%
	Hispanic	**	**	**	25.0%
	<i>Multi Races</i>	**	**	**	<i>100.0%</i>
	Pacific Islander	0	0	---	---
	<i>White</i>	21	9	42.9%	85.7%
	<i>Unknown</i>	**	**	**	<i>100.0%</i>
	Total	49	14	28.6%	57.1%
Gender	Female	**	**	**	52.2%
	Male	24	7	29.2%	58.3%
	<i>Not recorded</i>	**	**	**	<i>100.0%</i>
	Total	49	14	28.6%	57.1%
Age	<i>Younger than 20 years</i>	**	**	**	<i>100.0%</i>
	20 – 24 years	11	2	18.2%	36.4%
	25 – 29 years	**	**	**	0.0%
	30 – 39 years	11	5	45.5%	90.9%
	40 – 49 years	**	**	**	54.5%
	50 – 59 years	10	2	20.0%	40.0%
	60 years and older	0	0	---	---
	Total	48	13	27.1%	54.2%
Disability Status	<i>Receives DSPS services</i>	**	**	**	<i>100.0%</i>
	<i>No DSPS services</i>	**	**	**	<i>100.0%</i>
	Total	49	14	28.6%	100.0%
Economic Status	Low income student	21	5	23.8%	74.1%
	<i>Not low income</i>	28	9	32.1%	<i>100.0%</i>
	Total	49	14	28.6%	88.9%
Foster Youth	Foster youth	0	---	---	---
	Not foster youth	49	14	28.6%	100.0%
	Total	49	14	28.6%	100.0%
Veterans	<i>Veteran</i>	**	**	**	<i>100.0%</i>
	Not a veteran	**	**	**	68.3%
	Total	49	14	28.6%	71.5%

Notes: This table tracks students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining a vocational certificate, and reports on whether or not those students subsequently earned any degree or certificate through Spring 2014. The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). The methodology is based on the Equal

Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice. A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

“**” indicates the suppression of results for subgroups with small counts ($n < 10$), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 4. Certificate Completion (only) of Certificate-Seeking Students, Fall 2010 – Spring 2014

		Headcount (unduplicated)	Certificate Completion Only		
			Count	Rate	80% Index
Ethnicity	African American	**	**	**	0.0%
	American Indian/Alaskan Native	**	**	**	0.0%
	Asian	**	**	**	22.2%
	Filipino	**	**	**	0.0%
	Hispanic	**	**	**	25.0%
	Multi Races	**	**	**	50.0%
	Pacific Islander	0	0	---	---
	White	21	8	38.1%	76.2%
	<i>Unknown</i>	**	**	**	<i>100.0%</i>
	Total	49	12	24.5%	49.0%
Gender	Female	23	6	26.1%	52.2%
	Male	**	**	**	41.7%
	<i>Not recorded</i>	**	**	**	<i>100.0%</i>
	Total	49	12	24.5%	49.0%
Age	<i>Younger than 20 years</i>	**	**	**	<i>100.0%</i>
	20 – 24 years	11	1	9.1%	18.2%
	25 – 29 years	**	**	**	0.0%
	30 – 39 years	11	4	36.4%	72.7%
	40 – 49 years	11	3	27.3%	54.5%
	50 – 59 years	**	**	**	40.0%
	60 years and older	0	0	---	---
Total	48	11	22.9%	45.8%	
Disability Status	<i>Receives DSPS services</i>	**	**	**	<i>100.0%</i>
	No DSPS services	**	**	**	83.3%
	Total	49	12	24.5%	85.7%
Economic Status	Low income student	21	3	14.3%	44.4%
	<i>Not low income</i>	28	9	<i>32.1%</i>	<i>100.0%</i>
	Total	49	12	24.5%	76.2%
Foster Youth	Foster youth	0	---	---	---
	Not foster youth	49	12	24.5%	100.0%
	Total	49	12	24.5%	100.0%
Veterans	<i>Veteran</i>	**	**	**	80.0%
	Not a veteran	**	**	**	<i>100.0%</i>
	Total	49	12	24.5%	98.0%

Notes: This table tracks students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining a vocational certificate, and reports on whether or not those students subsequently earned any certificate through Spring 2014. The 80% Index compares the percentage of each disaggregated

subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts ($n < 50$). The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice. A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

“**” indicates the suppression of results for subgroups with small counts ($n < 10$), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

CAMPUS-BASED RESEARCH

E. TRANSFER. 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 to the number of students in that group who actually transfer after one or more (up to six) years.

CSM local research obtained transfer data from a match of CSM student Social Security Numbers with the national database of students enrolled in four-year colleges available from the National Student Clearinghouse (NSC). The NSC is the closest thing the US has to a national student-level record system. However, the NSC database is limited by FERPA-suppressed student records and matching errors due to typographic inaccuracies in student names. Reliable estimates indicated that approximately 25% of students are omitted from the NSC database. Research reports on first-time students in AY 2008 - 2009 (Summer-Fall-Spring) who were enrolled in at least 12 units and who enrolled in any transfer-level Mathematics or English course and tracks their completion (transfer or degree/certificate) through 2013-14.

Transfer rates of the following populations are analyzed: ethnicity, gender, age, disability status, low income economic status, academic standing, foster youth, and veterans. Due to small 'n' sizes associated with many of the disaggregated populations identified for disproportionate impact analysis, several groups were identified for disproportionate impact. Caution is advised with low subgroup counts (n<50). Beyond the 80% Index standard, the CSM Equity Committee is concerned about increasing the rate at which all students transfer.

Data for CSM Student Equity Plan 2014

Indicator #5 Transfer



Transfer: Student Equity Plan Definition

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, to the number of students in that group who actually transfer after one or more (up to six) years.

Data Included:

6. Completion Rates of First-time Full-time Transfer-level Ready Students (including ENGL 100), 2008/09 – 2013/14
7. Completion Rates of First-time Full-time Transfer-level Delayed Students (including ENGL 100), 2008/09 – 2013/14

8. Completion Rates of First-time Full-time Transfer-plus Ready Students (minimum ENGL 110/165), 2008/09 – 2013/14
9. Completion Rates of First-time Full-time Transfer-plus Delayed Students (minimum ENGL 110/165), 2008/09 – 2013/14

Key Findings:

- The data in Tables 1 – 2 reports on first-time students in AY 2008 - 2009 (Summer-Fall-Spring) who were enrolled in at least 12 units and who enrolled in any transfer-level Mathematics or English course (including ENGL 100) and tracks their completion (transfer or degree/certificate) through 2013-14. Table 1 reports on students enrolling in ENGL 100 their first year ("Transfer Ready"). Table 2 reports on students enrolling ENGL 100 after their first year ("Transfer Delayed").
- Tables 3 - 4 reports on first-time students in AY 2008 - 2009 (Summer-Fall-Spring) who were enrolled in at least 12 units and who enrolled in any transfer-level Mathematics or English course (including ENGL 110/165) and tracks their completion (transfer or degree/certificate) through 2013-14. Table 3 reports on students enrolling in ENGL 100 their first year ("Transfer-plus Ready"). Table 2 reports on students enrolling ENGL 100 after their first year ("Transfer-plus Delayed").
- In addition to tracking students who transfer, the data in Tables 1 – 4 also includes data for students who completed an AA/AS Degree or Certificate but did not transfer—"Total Completion". These students should also be considered as "successful completers" even if they did not transfer.
- Note: Transfer data is obtained from a match of CSM student Social Security Numbers with the national database of students enrolled in four-year colleges available from the National Student Clearinghouse (NSC). The NSC is the closest thing the US has to a national student-level record system. However, the NSC database is limited by FERPA-suppressed student records and matching errors due to typographic inaccuracies in student names. Reliable estimates indicated that approximately 25% of students are omitted from the NSC database.
- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the Total Completion rates of the following populations are analyzed:
 31. Ethnicity
 32. Gender
 33. Age
 34. Disability status
 35. Low income economic status
 36. Academic standing (Probation 1, Probation 2, and Dismissed)
 37. Foster Youth
 38. Veterans

- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the specific population with the highest rate of success. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Tables 1 - 4 highlights the extent to which various populations’ “Total Completion” rates are within or outside of the 80% standard.
- Using Table 1 and age as an example. Students 20-24 have the highest Total Completion rate: 81.8%. This group’s completion rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The completion rate of students 25-29 = 60.0%. This figure is 73.3% of the reference group’s Total Completion rate of 81.8%. Hence, their 80% Index = 73.3% and is below the 80% rule--and could be considered suffering disproportionate impact.
- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the CSM Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts (n<50).

Table 1. Completion Rates of First-time Full-time Transfer-level Ready Students (including ENGL 100), 2008/09 – 2013/14

		Head-count	Transferred to 4-year		Degree/Certificate with No Transfer		Total Completion		80% Index
			Count	Row %	Count	Row %	Count	Row %	
Ethnicity	African American	**	**	**	**	**	**	**	96.0%
	American Indian/Alaska Native	**	**	**	**	**	**	**	60.0%
	Asian	58	45	77.6%	1	1.7%	46	79.3%	95.2%
	Filipino	23	12	52.2%	5	21.7%	17	73.9%	88.7%
	Hispanic	48	24	50.0%	11	22.9%	35	72.9%	87.5%
	<i>Multi Races</i>	**	**	**	**	**	**	**	120.0%
	<i>Pacific Islander</i>	**	**	**	**	**	**	**	120.0%
	White	99	71	71.7%	10	10.1%	81	81.8%	98.2%
	<i>Unknown</i>	**	**	**	**	**	**	**	100.0%
	Total	276	187	67.8%	32	11.6%	219	79.3%	95.2%
Gender	<i>Female</i>	153	109	71.2%	16	10.5%	125	81.7%	100.0%
	Male	115	74	64.3%	14	12.2%	88	76.5%	93.7%
	Not recorded	8	4	50.0%	2	25.0%	6	75.0%	91.8%
	Total	276	187	67.8%	32	11.6%	219	79.3%	97.1%
Age	Younger than 20	254	173	68.1%	29	11.4%	202	79.5%	97.2%
	20 - 24	**	**	**	**	**	**	**	100.0%
	25 - 29	**	**	**	**	**	**	**	73.3%
	30 - 39	**	**	**	**	**	**	**	81.5%
	40 - 49	0	---	---	---	---	---	---	---
	50 - 59	0	---	---	---	---	---	---	---
	Total	273	184	67.4%	32	11.7%	216	79.1%	96.7%
Disability Status	Receives DSPTS services	16	11	68.8%	0	0.0%	11	68.8%	85.9%
	<i>No DSPTS services</i>	260	176	67.7%	32	12.3%	208	80.0%	100.0%
	Total	276	187	67.8%	32	11.6%	219	79.3%	99.2%
Economic Status	<i>Low income student</i>	66	44	66.7%	9	13.6%	53	80.3%	100.0%
	Not low income	210	143	68.1%	23	11.0%	166	79.0%	98.4%
	Total	276	187	67.8%	32	11.6%	219	79.3%	98.8%
	On probation 1 status	48	21	43.8%	4	8.3%	25	52.1%	61.2%

		Head- count	Transferred to 4-year		Degree/Certificat e with No Transfer		Total Completion		
			Count	Row %	Count	Row %	Count	Row %	80% Index
Probation 1 Status AY08-09	<i>Not on probation 1 status</i>	228	166	72.8%	28	12.3%	194	85.1%	100.0%
	Total	276	187	67.8%	32	11.6%	219	79.3%	93.3%
Probation 2 Status AY08-09	On probation 2 status	27	8	29.6%	2	7.4%	10	37.0%	44.1%
	<i>Not on probation 2 status</i>	249	179	71.9%	30	12.0%	209	83.9%	100.0%
	Total	276	187	67.8%	32	11.6%	219	79.3%	94.5%
Dismissal Status AY08-09	On dismissal status	11	3	27.3%	0	0.0%	3	27.3%	33.5%
	<i>Not on dismissal status</i>	265	184	69.4%	32	12.1%	216	81.5%	100.0%
	Total	276	187	67.8%	32	11.6%	219	79.3%	97.3%
Foster Youth	<i>**Too few to report</i>								
Veterans	<i>**Too few to report</i>								

Notes: This table reports on first-time students in AY2008-09 (Summer-Fall-Spring) who were enrolled in at least 12 units and who enrolled in any transfer-level Mathematics or English course (including ENGL 100) in their first year, and tracks their completion (transfer or degree/certificate) through 2013-14. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts ($n < 50$). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*.

“***” indicates the suppression of results for subgroups with small counts ($n < 10$), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: National Student Clearinghouse and SMCCCD Student Database: Academic History, Term Degrees Certificates, Term GPA, and Financial Aid Awards tables.

Table 2. Completion Rates of First-time Full-time Transfer-Delayed Students (including ENGL 100), 2008/09 – 2013/14

		Head-count	Transferred to 4-year		Degree/Certificate with No Transfer		Total Completion		80% Index
			Count	Row %	Count	Row %	Count	Row %	
Ethnicity	African American	15	9	60.0%	3	20.0%	12	80.0%	100.0%
	American Indian/Alaska Native	**	**	**	**	**	**	**	125.0%
	Asian	70	50	71.4%	3	4.3%	53	75.7%	94.6%
	Filipino	35	17	48.6%	6	17.1%	23	65.7%	82.1%
	Hispanic	70	31	44.3%	16	22.9%	47	67.1%	83.9%
	Multi Races	**	**	**	**	**	**	**	62.5%
	Pacific Islander	12	9	75.0%	0	0.0%	9	75.0%	93.8%
	White	128	78	60.9%	11	8.6%	89	69.5%	86.9%
	Unknown	**	**	**	**	**	**	**	92.4%
	Total	379	223	58.8%	46	12.1%	269	71.0%	88.7%
Gender	Female	194	113	58.2%	21	10.8%	134	69.1%	77.7%
	Male	176	104	59.1%	23	13.1%	127	72.2%	81.2%
	Not recorded	9	6	66.7%	2	22.2%	8	88.9%	100.0%
	Total	379	223	58.8%	46	12.1%	269	71.0%	79.8%
Age	Younger than 20	349	204	58.5%	41	11.7%	245	70.2%	81.0%
	20 - 24	15	10	66.7%	3	20.0%	13	86.7%	100.0%
	25 - 29	**	**	**	**	**	**	**	57.7%
	30 - 39	**	**	**	**	**	**	**	76.9%
	40 - 49	**	**	**	**	**	**	**	115.4%
	50 - 59	**	**	**	**	**	**	**	115.4%
	Total	375	219	58.4%	46	12.3%	265	70.7%	81.5%
Disability Status	Receives DSPS services	26	14	53.8%	2	7.7%	16	61.5%	85.9%
	No DSPS services	353	209	59.2%	44	12.5%	253	71.7%	100.0%
	Total	379	223	58.8%	46	12.1%	269	71.0%	99.0%
Economic Status	Low income student	106	64	60.4%	14	13.2%	78	73.6%	100.0%
	Not low income	273	159	58.2%	32	11.7%	191	70.0%	95.1%
	Total	379	223	58.8%	46	12.1%	269	71.0%	96.5%
	On probation status	117	45	38.5%	12	10.3%	57	48.7%	60.2%

		Head- count	Transferred to 4-year		Degree/Certificat e with No Transfer		Total Completion		
			Count	Row %	Count	Row %	Count	Row %	80% Index
Probation 1 Status AY08-09	<i>Not on probation 1 status</i>	262	178	67.9%	34	13.0%	212	80.9%	100.0%
	Total	379	223	58.8%	46	12.1%	269	71.0%	87.7%
Probation 2 Status AY08-09	On probation 2 status	84	23	27.4%	9	10.7%	32	38.1%	47.4%
	<i>Not on probation 2 status</i>	295	200	67.8%	37	12.5%	237	80.3%	100.0%
	Total	379	223	58.8%	46	12.1%	269	71.0%	88.3%
Dismissal Status AY08-09	On dismissal status	45	10	22.2%	3	6.7%	13	28.9%	37.7%
	<i>Not on dismissal status</i>	334	213	63.8%	43	12.9%	256	76.6%	100.0%
	Total	379	223	58.8%	46	12.1%	269	71.0%	92.6%
Foster Youth	<i>**Too few to report</i>								
Veterans	<i>**Too few to report</i>								

Notes: This table reports on first-time students in AY2008-09 (Summer-Fall-Spring) who were enrolled in at least 12 units and who enrolled in any transfer-level Mathematics or English course (including ENGL 100) after their first year, and tracks their completion (transfer or degree/certificate) through 2013-14. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts ($n < 50$). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*.

“***” indicates the suppression of results for subgroups with small counts ($n < 10$), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: National Student Clearinghouse and SMCCCD Student Database: Academic History, Term Degrees Certificates, Term GPA, and Financial Aid Awards tables.

Table 3. Completion Rates of First-time Full-time Transfer-plus Ready Students (minimum ENGL 110/165), 2008/09 – 2013/14

		Head-count	Transferred to 4-year		Degree/Certificate with No Transfer		Total Completion		80% Index
			Count	Row %	Count	Row %	Count	Row %	
Ethnicity	<i>African American</i>	**	**	**	**	**	**	**	115.7%
	<i>American Indian/Alaska Native</i>	**	**	**	**	**	**	**	115.7%
	Asian	50	40	80.0%	0	0.0%	40	80.0%	92.5%
	Filipino	17	12	70.6%	2	11.8%	14	82.4%	95.3%
	Hispanic	30	15	50.0%	9	30.0%	24	80.0%	92.5%
	<i>Multi Races</i>	**	**	**	**	**	**	**	115.7%
	<i>Pacific Islander</i>	**	**	**	**	**	**	**	115.7%
	<i>White</i>	59	48	81.4%	3	5.1%	51	86.4%	100.0%
	Unknown	**	**	**	**	**	**	**	87.9%
	Total	187	139	74.3%	15	8.0%	154	82.4%	95.3%
Gender	<i>Female</i>	101	78	77.2%	8	7.9%	86	85.1%	100.0%
	Male	79	57	72.2%	6	7.6%	63	79.7%	93.7%
	Not recorded	7	4	57.1%	1	14.3%	5	71.4%	83.9%
	Total	187	139	74.3%	15	8.0%	154	82.4%	96.7%
Age	<i>Younger than 20</i>	170	128	75.3%	13	7.6%	141	82.9%	100.0%
	20 - 24	**	**	**	**	**	**	**	93.8%
	25 - 29	**	**	**	**	**	**	**	90.4%
	30 - 39	**	**	**	**	**	**	**	0.0%
	40 - 49	0	---	---	---	---	---	---	---
	50 - 59	0	---	---	---	---	---	---	---
	Total	184	136	73.9%	15	8.2%	151	82.1%	98.9%
Disability Status	Receives DSPS services	**	**	**	**	**	**	**	80.4%
	<i>No DSPS services</i>	**	**	**	**	**	**	**	100.0%
	Total	187	139	74.3%	15	8.0%	154	82.4%	99.4%
Economic Status	<i>Low income student</i>	51	35	68.6%	7	13.7%	42	82.4%	100.0%
	<i>Not low income</i>	136	104	76.5%	8	5.9%	112	82.4%	100.0%
	Total	187	139	74.3%	15	8.0%	154	82.4%	100.0%
	On probation status	28	14	50.0%	1	3.6%	15	53.6%	61.3%

		Head- count	Transferred to 4-year		Degree/Certificat e with No Transfer		Total Completion		80% Index
			Count	Row %	Count	Row %	Count	Row %	
Probation 1 Status AY08-09	<i>Not on probation 1 status</i>	159	125	78.6%	14	8.8%	139	87.4%	100.0%
	Total	187	139	74.3%	15	8.0%	154	82.4%	94.2%
Probation 2 Status AY08-09	On probation 2 status	16	7	43.8%	0	0.0%	7	43.8%	50.9%
	<i>Not on probation 2 status</i>	171	132	77.2%	15	8.8%	147	86.0%	100.0%
	Total	187	139	74.3%	15	8.0%	154	82.4%	95.8%
Dismissal Status AY08-09	On dismissal status	**	**	**	**	**	**	**	39.7%
	<i>Not on dismissal status</i>	**	**	**	**	**	**	**	100.0%
	Total	187	139	74.3%	15	8.0%	154	82.4%	98.1%
Foster Youth	<i>**Too few to report</i>								
Veterans	<i>**Too few to report</i>								

Notes: This table reports on first-time students in AY2008-09 (Summer-Fall-Spring) who were enrolled in at least 12 units and who enrolled in any transfer-level Mathematics or English course (minimum ENGL 110/165) in their first year, and tracks their completion (transfer or degree/certificate) through 2013-14. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*.

“**” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: National Student Clearinghouse and SMCCCD Student Database: Academic History, Term Degrees Certificates, Term GPA, and Financial Aid Awards tables.

Table 4. Completion Rates of First-time Full-time Transfer-plus Delayed Students (minimum ENGL 110/165), 2008/09 – 2013/14

		Head-count	Transferred to 4-year		Degree/Certificate with No Transfer		Total Completion		
			Count	Row %	Count	Row %	Count	Row %	80% Index
Ethnicity	African American	14	8	57.1%	3	21.4%	11	78.6%	98.2%
	American Indian/Alaska Native	**	**	**	**	**	**	**	125.0%
	Asian	65	49	75.4%	3	4.6%	52	80.0%	100.0%
	Filipino	33	16	48.5%	6	18.2%	22	66.7%	83.3%
	Hispanic	59	29	49.2%	12	20.3%	41	69.5%	86.9%
	Multi Races	**	**	**	**	**	**	**	0.0%
	Pacific Islander	11	8	72.7%	0	0.0%	8	72.7%	90.9%
	White	115	77	67.0%	10	8.7%	87	75.7%	94.6%
	Unknown	**	**	**	**	**	**	**	97.6%
	Total	340	214	62.9%	40	11.8%	254	74.7%	93.4%
Gender	Female	174	110	63.2%	17	9.8%	127	73.0%	83.4%
	Male	158	99	62.7%	21	13.3%	120	75.9%	86.8%
	Not recorded	8	5	62.5%	2	25.0%	7	87.5%	100.0%
	Total	340	214	62.9%	40	11.8%	254	74.7%	85.4%
Age	Younger than 20	314	197	62.7%	35	11.1%	232	73.9%	79.6%
	20 - 24	**	**	**	**	**	**	**	100.0%
	25 - 29	**	**	**	**	**	**	**	64.6%
	30 - 39	**	**	**	**	**	**	**	71.8%
	40 - 49	**	**	**	**	**	**	**	107.7%
	50 - 59	0	---	---	---	---	---	---	---
	Total	337	211	62.6%	40	11.9%	251	74.5%	80.2%
Disability Status	Receives DSPS services	20	12	60.0%	1	5.0%	13	65.0%	86.3%
	No DSPS services	320	202	63.1%	39	12.2%	241	75.3%	100.0%
	Total	340	214	62.9%	40	11.8%	254	74.7%	99.2%
Economic Status	Low income student	96	63	65.6%	12	12.5%	75	78.1%	100.0%
	Not low income	244	151	61.9%	28	11.5%	179	73.4%	93.9%
	Total	340	214	62.9%	40	11.8%	254	74.7%	95.6%
	On probation status	101	43	42.6%	10	9.9%	53	52.5%	62.4%

		Head- count	Transferred to 4-year		Degree/Certificat e with No Transfer		Total Completion		
			Count	Row %	Count	Row %	Count	Row %	80% Index
Probation 1 Status AY08-09	<i>Not on probation 1 status</i>	239	171	71.5%	30	12.6%	201	84.1%	100.0%
	Total	340	214	62.9%	40	11.8%	254	74.7%	88.8%
Probation 2 Status AY08-09	On probation 2 status	70	22	31.4%	9	12.9%	31	44.3%	53.6%
	<i>Not on probation 2 status</i>	270	192	71.1%	31	11.5%	223	82.6%	100.0%
	Total	340	214	62.9%	40	11.8%	254	74.7%	90.5%
Dismissal Status AY08-09	On dismissal status	33	9	27.3%	3	9.1%	12	36.4%	46.1%
	<i>Not on dismissal status</i>	307	205	66.8%	37	12.1%	242	78.8%	100.0%
	Total	340	214	62.9%	40	11.8%	254	74.7%	94.8%
Foster Youth	<i>**Too few to report</i>								
Veterans	<i>**Too few to report</i>								

Notes: This table reports on first-time students in AY2008-09 (Summer-Fall-Spring) who were enrolled in at least 12 units and who enrolled in any transfer-level Mathematics or English course (minimum ENGL 110/165) after their first year, and tracks their completion (transfer or degree/certificate) through 2013-14. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*.

“***” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: National Student Clearinghouse and SMCCCD Student Database: Academic History, Term Degrees Certificates, Term GPA, and Financial Aid Awards tables.

CAMPUS-BASED RESEARCH

F. Academic Standing—Probation and Dismissal Status

Colleges should report on the academic/progress probation and disqualification data of their students. The report should include the college's organized effort in dealing with this matter to assist students in improving their academic/progress probation and disqualification rate/s.

CSM local research provides an overall profile of students' academic standing—Probation 1, Probation 2, and Dismissal status. Rates of being placed on the 3 types of academic probation or dismissal are analyzed: ethnicity, gender, age, disability status, low income economic status, foster youth, and veterans. Due to small 'n' sizes associated with many of the disaggregated populations identified for disproportionate impact analysis, several groups were identified for disproportionate impact. Caution is advised with low subgroup counts (n<50). Beyond the 80% Index standard, the CSM Equity Committee is concerned about reducing the number of students who experience academic difficulty.

Data for CSM Student Equity Plan 2014
Academic Standing--Probation and Dismissal Status



Academic Standing—Probation and Dismissal Status: Student Equity Plan
Definition

Colleges should report on the academic/progress probation and disqualification data of their students. The report should include the college's organized effort in dealing with this matter to assist students in improving their academic/progress probation and disqualification rate/s.

Data Included:

- Table 1: Academic Standing, Fall 2012 – Spring 2013
- Table 2: Probation 1 Status, Fall 2012 – Spring 2013
- Table 3: Probation 2 Status, Fall 2012 – Spring 2013
- Table 4: Dismissal Status, Fall 2012 – Spring 2013

Key Findings:

- Table 1 provides an overall profile of students' academic standing—Probation 1, Probation 2, and Dismissal status. Because the data reported is for 2 academic semesters, some students may be included in multiple academic standing categories.

- Table 2 – 4 examines the student characteristics for each type of academic standing status.
- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the successful course completion rates of the following populations are analyzed:
 - 39. Ethnicity
 - 40. Gender
 - 41. Age
 - 42. Disability status
 - 43. Low income economic status
 - 44. Foster Youth
 - 45. Veterans
- The primary Student Equity Plan reference point is the "80% Index". This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The 'reference population' is the specific population with the highest rate of success. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column highlights the extent to which various populations' academic standing status rates are within or outside of the 80% standard.
- NOTE: The 80% Index data for Academic Standing is presented in terms of "**Not** On Probation 1/2/Dismissal Status". This reversal allows for a consistent application of the 80% Index when applied to probation and dismissal data.
- Using age (Table 2) as an example. Students 60 years or older have the highest "Not on Probation 1 Status" rate: 99.0%. This group's success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students younger than 20 = 76.1%. This figure is 76.8% of the reference group's success rate of 99.0%. Hence, their 80% Index = 76.8% and is below the 80% rule--and could be considered suffering disproportionate impact.

- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the CSM Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts ($n < 50$).

Table 1. Academic Standing, Fall 2012 – Spring 2013

	Total Headcount (unduplicated)	Probation 1		Probation 2		Dismissal		
		Count	Row N %	Count	Row N %	Count	Row N %	
Ethnicity	African American	479	64	13.4%	42	8.8%	30	6.3%
	American Indian/ Alaskan Native	27	4	14.8%	1	3.7%	1	3.7%
	Asian	1,924	126	6.5%	72	3.7%	55	2.9%
	Filipino	886	68	7.7%	42	4.7%	44	5.0%
	Hispanic	2,478	324	13.1%	182	7.3%	163	6.6%
	Multi Races	1,772	245	13.8%	138	7.8%	107	6.0%
	Pacific Islander	293	43	14.7%	25	8.5%	20	6.8%
	White	4,274	320	7.5%	185	4.3%	160	3.7%
	Unknown	731	49	6.7%	32	4.4%	22	3.0%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Gender	Female	6,325	568	9.0%	307	4.9%	282	4.5%
	Male	6,217	637	10.2%	392	6.3%	303	4.9%
	Not recorded	322	35	11.7%	19	6.4%	17	5.7%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Age	Younger than 20	2,299	550	23.9%	247	10.7%	93	4.0%
	20 - 24	4,580	452	9.9%	321	7.0%	346	7.6%
	25 - 29	1,980	95	4.8%	77	3.9%	67	3.4%
	30 - 39	1,843	84	4.6%	43	2.3%	65	3.5%
	40 - 49	1,023	37	3.6%	17	1.7%	17	1.7%
	50 - 59	712	19	2.7%	9	1.3%	10	1.4%
	60 and older	417	4	1.0%	5	1.2%	4	1.0%
	Total	12,854	1,241	9.7%	719	5.6%	602	4.7%
Disability Status	Receives DSPS services	1,057	99	9.4%	61	5.8%	61	5.8%
	No DSPS services	11,807	1,144	9.7%	658	5.6%	541	4.6%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Economic Status	Low income student	2,664	347	13.0%	190	7.1%	150	5.6%
	Not low income	10,200	896	8.8%	529	5.2%	452	4.4%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Foster Youth	Foster youth	126	27	21.4%	10	7.9%	11	8.7%
	Not foster youth	12,738	1,216	9.5%	709	5.6%	591	4.6%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Veterans	Veteran	342	36	10.5%	23	6.7%	9	2.6%
	Not a veteran	12,522	1,207	9.6%	696	5.6%	593	4.7%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%

Notes: Headcounts are unduplicated within each academic standing category, however, a student may be counted in more than one category (e.g., a student may be counted once in both the Probation 1 and Probation 2 columns).

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 2. Probation 1 Status, Fall 2012 – Spring 2013

		Total Headcount (unduplicated)	NOT on Probation 1 status		
			Count	Row N %	80% Index
Ethnicity	African American	479	415	86.6%	92.7%
	American Indian/Alaskan Native	27	23	85.2%	91.2%
	<i>Asian</i>	1,924	1,798	93.5%	100.0%
	Filipino	886	818	92.3%	98.8%
	Hispanic	2,478	2,154	86.9%	93.0%
	Multi Races	1,772	1,527	86.2%	92.2%
	Pacific Islander	293	250	85.3%	91.3%
	White	4,274	3,954	92.5%	99.0%
	Unknown	731	682	93.3%	99.8%
	Total	12,864	11,621	90.3%	96.7%
Gender	<i>Female</i>	6,325	5,757	91.0%	100.0%
	Male	6,217	5,580	89.8%	98.6%
	Not recorded	322	284	88.2%	96.9%
	Total	12,864	11,621	90.3%	99.3%
Age	Younger than 20	2,299	1,749	76.1%	76.8%
	20 - 24	4,580	4,128	90.1%	91.0%
	25 - 29	1,980	1,885	95.2%	96.1%
	30 - 39	1,843	1,759	95.4%	96.4%
	40 - 49	1,023	986	96.4%	97.3%
	50 - 59	712	693	97.3%	98.3%
	<i>60 and older</i>	417	413	99.0%	100.0%
	Total	12,854	11,613	90.3%	91.2%
Disability Status	<i>Receives DSPS services</i>	1,057	958	90.6%	100.0%
	No DSPS services	11,807	10,663	90.3%	99.6%
	Total	12,864	11,621	90.3%	99.7%
Economic Status	Low income student	2,664	2,317	87.0%	95.4%
	<i>Not low income</i>	10,200	9,304	91.2%	100.0%
	Total	12,864	11,621	90.3%	99.0%
Foster Youth	Foster youth	126	99	78.6%	86.9%
	<i>Not foster youth</i>	12,738	11,522	90.5%	100.0%
	Total	12,864	11,621	90.3%	99.8%
Veterans	Veteran	342	306	89.5%	99.0%
	<i>Not a veteran</i>	12,522	11,315	90.4%	100.0%
	Total	12,864	11,621	90.3%	99.9%

Notes: The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice. A result of less than 80 percent is considered

evidence of a disproportionate impact. Because the 80% Index methodology references the subgroup with the *highest* rate, this table compares the rates of subgroups who were *not* on probation. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 3. Probation 2 Status, Fall 2012 – Spring 2013

		Total Headcount (unduplicated)	NOT on Probation 2 status		
			Count	Row N %	80% Index
Ethnicity	African American	479	437	91.2%	94.7%
	<i>American Indian/Alaskan Native</i>	27	26	96.3%	100.0%
	<i>Asian</i>	1,924	1,852	96.3%	100.0%
	Filipino	886	844	95.3%	98.9%
	Hispanic	2,478	2,296	92.7%	96.2%
	Multi Races	1,772	1,634	92.2%	95.8%
	Pacific Islander	293	268	91.5%	95.0%
	White	4,274	4,089	95.7%	99.4%
	Unknown	731	699	95.6%	99.3%
		Total	12,864	12,145	94.4%
Gender	<i>Female</i>	6,325	6,018	95.1%	100.0%
	Male	6,217	5,825	93.7%	98.5%
	Not recorded	322	302	93.8%	98.6%
	Total	12,864	12,145	94.4%	99.2%
Age	Younger than 20	2,299	2,052	89.3%	90.3%
	20 - 24	4,580	4,259	93.0%	94.1%
	25 - 29	1,980	1,903	96.1%	97.3%
	30 - 39	1,843	1,800	97.7%	98.9%
	40 - 49	1,023	1,006	98.3%	99.5%
	50 - 59	712	703	98.7%	99.9%
	<i>60 and older</i>	417	412	98.8%	100.0%
	Total	12,854	12,135	94.4%	95.6%
Disability Status	Receives DSPS services	1,057	996	94.2%	99.8%
	<i>No DSPS services</i>	11,807	11,149	94.4%	100.0%
	Total	12,864	12,145	94.4%	100.0%
Economic Status	Low income student	2,664	2,474	92.9%	97.9%
	<i>Not low income</i>	10,200	9,671	94.8%	100.0%
	Total	12,864	12,145	94.4%	99.6%
Foster youth	Foster youth	126	116	92.1%	97.6%
	<i>Not foster youth</i>	12,738	12,029	94.4%	100.0%
	Total	12,864	12,145	94.4%	100.0%
Veterans	Veteran	342	319	93.3%	98.8%
	<i>Not a veteran</i>	12,522	11,826	94.4%	100.0%
	Total	12,864	12,145	94.4%	100.0%

Notes: The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice. A result of less than 80 percent is considered evidence of a disproportionate impact. Because the 80% Index methodology references the subgroup with the highest rate, this

table compares the rates of subgroups who were *not* on probation. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 4. Dismissal Status, Fall 2012 – Spring 2013

		Total Headcount (unduplicated)	NOT on Dismissal status		
			Count	Row N %	80% Index
Ethnicity	African American	479	449	93.7%	96.5%
	American Indian/Alaskan Native	27	26	96.3%	99.1%
	<i>Asian</i>	1,924	1,869	97.1%	100.0%
	Filipino	886	842	95.0%	97.8%
	Hispanic	2,478	2,315	93.4%	96.2%
	Multi Races	1,772	1,665	94.0%	96.7%
	Pacific Islander	293	273	93.2%	95.9%
	White	4,274	4,114	96.3%	99.1%
	Unknown	731	709	97.0%	99.8%
	Total	12,864	12,262	95.3%	98.1%
Gender	<i>Female</i>	6,325	6,043	95.5%	100.0%
	Male	6,217	5,914	95.1%	99.6%
	Not recorded	322	305	94.7%	99.1%
	Total	12,864	12,262	95.3%	99.8%
Age	Younger than 20	2,299	2,206	96.0%	96.9%
	20 - 24	4,580	4,234	92.4%	93.3%
	25 - 29	1,980	1,913	96.6%	97.6%
	30 - 39	1,843	1,778	96.5%	97.4%
	40 - 49	1,023	1,006	98.3%	99.3%
	50 - 59	712	702	98.6%	99.6%
	<i>60 and older</i>	417	413	99.0%	100.0%
	Total	12,854	12,252	95.3%	96.2%
Disability Status	Receives DSPTS services	1,057	996	94.2%	98.8%
	<i>No DSPTS services</i>	11,807	11,266	95.4%	100.0%
	Total	12,864	12,262	95.3%	99.9%
Economic Status	Low income student	2,664	2,514	94.4%	98.7%
	<i>Not low income</i>	10,200	9,748	95.6%	100.0%
	Total	12,864	12,262	95.3%	99.7%
Foster Youth	Foster youth	126	115	91.3%	95.7%
	<i>Not foster youth</i>	12,738	12,147	95.4%	100.0%
	Total	12,864	12,262	95.3%	99.7%
Veterans	<i>Veteran</i>	342	333	97.4%	100.0%
	Not a veteran	12,522	11,929	95.3%	97.8%
	Total	12,864	12,262	95.3%	97.8%

Notes: The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice. A result of less than 80 percent is considered

evidence of a disproportionate impact. Because the 80% Index methodology references the subgroup with the *highest* rate, this table compares the rates of subgroups who were *not* in dismissal. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Goals and Activities

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

GOAL A.

The overall goal based on the student success indicator for access is to increase enrollment of students ages 30 and older and those senior citizens with low income. In addition, we intend to increase outreach to additional student populations with barriers—disconnected youth (incarcerated youth and foster youth) and ESL population.

ACTIVITY A.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity Identifier	Activity	Responsible person/group	Target date
A.1	Re-examine existing CTE offerings to better meet student needs, particularly reentry students and those returning for retraining.	CTE Dean	Fall 2015
A.2	Increase CTE offerings in high demand jobs specific to our community.	CTE Dean	Fall 2016
A.3	Increase collaboration with SMAC to generate community awareness of CSM college course offerings.	Dean of Kinesiology, Vice Chancellor for Auxiliary Services	Spring 2015
A.4	Implement Project Change to serve the needs of incarcerated youth.	Dean of Language Arts	Fall 2014
A.5	Increase collaboration of ESL course offerings and pedagogy between college and San Mateo Adult School to increase awareness among older students.	Dean of ASLT, ESL faculty	Fall 2014
A.6	Increase information sharing between college and adult school.	ESL Faculty, EOPS Staff	Fall 2014

A. 7	Continue to provide monthly workshops to former foster youth regarding college opportunities.	Director of Student Support	Fall 2014
A.8	Continue to offer Dreamer Workshops for AB540 students.	Multicultural Center counselor, FA staff, EOPS and Puente staff	Fall 2014 – Spring 2017
A.9	Increase collaboration between high schools and CSM to identify AB 540 students.	Director of Student Support Programs; CRM Director	Spring 2015
A.10	Continue to host annual Mana Conference to increase awareness of postsecondary opportunities for Pacific Islander students.	Dean of Enrollment Services	Spring 2015
A.11	Implement components of FYE (e.g. early assessment) to attract high school students.	Dean of Language Arts, Dean of Math Science, Dean of Counseling	Fall 2015
A.12.1	Continue to provide outreach to targeted populations via EOPS outreach to students that meet the eligibility criteria.	EOPS Staff	Fall 2014
A.12.2	Strengthen high school connections with Special Education instructors and continue to provide outreach to targeted populations via DSPS to students that may be eligible.	DSPS Staff	Fall 2014
A.13	Examine District policies and procedures that may impact access (e.g. drop for non-payment; CCC Apply application).	Dean of Enrollment Services	Spring 2015
A.14	Continue to foster partnerships and collaborations with state and county organizations that serve veterans students, including non-profit NPower.	Dean of Enrollment Services	2014-2017
A.15	Provide ongoing professional development activities for faculty and staff to promote strategies for serving veteran students and Former Foster Youth.	Dean of ASTL, Dean of Enrollment Services, Director of Support Programs, Professional Development Coordinator	

A.16	Continue partnership with Jeramiah's Promise to coordinate outreach to Foster Youth.	Director of Support Programs	2014-2017
A.17	Designate a staff person to assist in identifying current students who are former foster youth.	Multicultural Center, Financial Aid	
A.18	Designate a staff person who will contact former foster youth students to track their progress throughout the semester and assist students with a variety of holistic needs.	Multicultural Center	

EXPECTED OUTCOME A.1.1

Activity Identifier	Expected Outcome
A.1.1	Recommendations to reconfigure existing CTE programs, modify CTE course scheduling, or redesign existing CTE programs and/or course offerings.
A.2.1	Offer CTE programs leading to certificate or degree based on needs assessment of "high demand" areas.
A.3.1	2% increase in enrollment of students age 30 and above.
A.4.1	Expand Project Change based on results of pilot year and identified need.
A.5.1 & A.6.1	Improved alignment of Adult School and CSM course offerings and scheduling sequence.
A.7.1	2% increase in retention and success rates of foster youth.
A.8.1	3% increase in enrollment of AB540 students.
A.9.1	3% increase in enrollment of AB540 students.
A.10.1	150 high students participating in Mana Conference.
A.11.1	Early assessment piloted at selected high schools.
A.12.1	2% increase in EOPS applicants.
A.12.2	Increase in awareness of high school academic adjustments vs. college accommodations for students with disabilities.
A.13.1	Reduction by 2% the number of students dropped for non-payment.
A.14.1	4% increase in veteran students.
A.15.1	40 faculty and staff participate in professional development activity.
A.16.1 A.17.1	2% increase in Former Foster Youth enrollments at the college.

A.18.1	Increase in accurate information collected and data reported in regards to former foster youth.
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GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“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”

GOAL B.

The overall goal of student success indicator for course completion is an increase course completion rates for African-American students, Pacific Island students, and those younger than 20 years old.

ACTIVITY B.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity Identifier	Activity	Responsible person/group	Target date
B.1	Implement Umoja Learning Community to increase success and retention of African-American students in the English cohort section.	Umoja faculty and coordinator	Fall 2014
B.2	Continue to offer the Writing in the End Zone Project to maintain success of African-American and Pacific Island male athletes.	Language Arts Dean & Dean of Kinesiology	Fall 2014
B.3	Research and develop an FYE plan with selected feeder high schools bridging the high school to college experience which will include outreach, early placement, bridge, peer mentoring, and data sharing.	FYE Taskforce	Fall 2014-Spring 2015
B.4	Implement the FYE plan.	FYE Taskforce	Fall 2015-Spring 2016
B.5	Assess FYE plan end of Spring 2016 and revise accordingly.	FYE Taskforce	Spring 2016
B.6	Expand FYE plan to additional feeder high schools.	FYE Taskforce	2016-17
B.7	Develop probation workshop for students younger than 20 who are placed on Probation 1 status.	Dean of Academic Support & Dean of Counseling	2014-15

B.8	Offer probation workshops, with emphasis on importance of meeting with counselor and developing SEP, for students younger than 20 who are placed on Probation 1 status.	Dean of Academic Support & Dean of Counseling	2015-16
B.9	Explore effectiveness of Early Alert system; provide professional development activities for faculty to encourage early in the semester information to students of their status and to increase the intervention by instructional and student services faculty.	Profession Development Coordinator, Dean of ASTL, Dean of Counseling	Spring 2015
B.10	Require orientation for all non-exempt students as outlined in SSSP Plan.	Dean of Counseling	Spring 2015 - 2017
B.11	Provide Professional Development activities for faculty to apply Habits of Mind strategies, mental health referrals, Endaba principles, and counseling workshops to increase awareness of support services.	Professional Development coordinator, Dean of ASTL, CSM Cares	Spring 2015
B.12	Analyze high school transcript data from research exploring alternative assessment for English and math placement.	PRIE, Language Arts Dean, Math/Science Dean, and appointed English and Math faculty	Fall 2014-Spring 2015
B.13	Provide faculty workshop regarding SSSP regulations, specifically students' academic status and its effect on BOG eligibility and priority registration.	Professional Development coordinator, Dean of Counseling, Dean of ASLT, VPSS	Fall 2014
B.14	Continue to outreach to Latino students about the Puente Program.	Puente Co-coordinators	Fall 2014-Spring, 2017
B.15	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	Spring 2015

B.16	Offer workshops and presentations for students and faculty each semester to promote mental health emphasizing its impact on student success and retention.	CSM Cares Team	Fall 2014- Spring 2017
B.17	Continue to revise Program Review document and process to ensure that a robust dialogue occurs at the department level to analyze student achievement data and make program revisions based on identified gaps.	All deans, instructional and student services faculty and staff	2014-2017
B.18	Work with the District Human Resources Department to ensure widespread advertising of all positions to help ensure diversity in the applicant pools.	District HR; appropriate college staff	2014-2017

EXPECTED OUTCOME B.1.1

Activity Identifier	Expected Outcome
B.1.1	Umoja Learning Community expected enrollment in English cohort for first year 2014-15 is 30 students.
B.1.2	10% higher completion rate of students participating in Umoja Learning Community English cohort as compared to students enrolled in non-Umoja English courses.
B.1.3	10% higher retention and success rates of students participating in Umoja Learning Community English cohort as compared to students enrolled in non-Umoja English courses.
B.2.1	Maintain student success and completion rates for Writing in the End Zone students and continue to identify needs to help support the program.
B.2.2	Increase in student success in Writing in the End Zone by 3% in 2015-16.
B.3.1	Complete FYE Plan for 2 feeder high schools by end of Spring 2015.
B.4.1	Implement FYE pilot in 2 feeder high schools.
B.5.1	Collect and analyze of data of first year FYE pilot.
B.6.1	Implement FYE Project with addition feeder high schools.
B.7.1	Components and detailed outline of Probation Workshop developed.
B.8.1	Reduction by 4% of the number of students younger than 20 who continue to Probation 2 status.
B.9.1	Reduction by 4% of the number of students younger than 20 who are placed on Probationary 1 status.
B.10.1	Increase student persistence rate from 42.5% to 46%.
B.11.1	35 faculty members participating in identified Professional Development activities.
B.12.1	Approve and implement alternative assessment for English and math placement.

B.13.1	25 faculty members participating in workshop regarding SSSP.
B.14.1	Ensure Puente Program remains at maximum enrollment.
B.15.1	40 faculty participating in professional development workshops.
B.16.1	50 students and 20 faculty will attend workshops and presentations per semester.
B.17.1	Improved data analysis and action plans in Program Review for addressing identified needs.
B.18.1	Monitor demographics of faculty, staff and administration.

GOALS AND ACTIVITIES

C. 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 C.

The overall goal of student success indicator for ESL and Basic Skills completion is the increase success and progress in Basic Skills English and math.

ACTIVITY C.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity Identifier	Activity	Responsible person/group	Target date
C.1	Fund the SI Project in Basic Skills English courses, ESL courses, and Basic Skills math courses.	VPI, VPSS, LC Manager, Dean of ASTL	Fall 2014-Spring 2015
C.2	Increase funding for SI Project to provide support in additional Basic Skills English and math courses.	VPI, Dean of ASTL	2014-15
C.3	Offer professional development activities that specifically address Basic Skills English instruction and infuse Endaba principles where appropriate.	Professional Development Coordinator, Basic Skills Coordinator	Once a semester beginning Spring 2015
C.4	Identified counselor will work with Basic Skills English and math faculty to conduct registration for subsequent English and math courses.	Basic Skills Coordinator, Multicultural Center Staff & Dean of Counseling	Once a semester beginning Spring 2015
C.5	Develop comprehensive Student Educational Plan for all Basic Skills FYE students, based on their identified educational goal.	Basic Skills Counselor	2015-16

C.6	Develop a math acceleration path for Basic Skills students which may include adoption of Math Jam.	Math faculty & Dean of Math/Science, Basic Skills Coordinator	2014-15
C.7	Implement math acceleration courses.	Math faculty, Basic Skills Coordinator, & Dean of Math/Science	2015-16
C.8	Assess math acceleration courses for retention and completion.	Math faculty, Basic Skills Coordinator, & Dean of Math/Science	2016-17
C.9	Provide expanded tutoring for ESL students in the Learning Center.	Dean of Language Arts and Learning Center Manager	2014-15
C.10	Survey ESL 828 and ESL 400 students to determine students' needs to progress to the next writing course.	Dean of Language Arts & Dean of Research	Spring 2015
C.11	Track the effectiveness of the established Adult School to ESL Pathway and revise as appropriate.	PRIE & Dean of Language Arts	Spring 2015-Spring 2017
C.12	Explore and develop plan for implementing bridge program linking Adult Education offerings to credit course offerings at CSM (ACCEL program).	Dean of ASTL & appropriate Instructional Dean & Director of San Mateo Adult School,	2014-2017
C.13	Provide additional support for International Students enrolled in Basic Skills and ESL courses.	Director, International Students Program, Dean of Language Arts, selected faculty	2014-2017

C.14	Examine feasibility for accelerating English 838/848 and ESL sequences.	Dean of Language Arts, Basic Skills Coordinator, selected faculty	Fall 2015
C.15	Continue implementation of the Math 811 project.	Dean of Counseling, Basic Skills Coordinator, Math faculty	2014 -2017
C.16	Explore the development of a cohort program for Basic Skills students.	Dean of Language Arts, Dean Math/Science, Dean of Counseling, selected faculty	Fall 2016
C.17	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and students who have lower success rates than others.	Dean of ASTL, Professional Development Coordinator	Spring 2015
C.18	Offer workshops and presentations for students and faculty each semester to promote mental health and emphasize its impact on student success and retention.	CSM Cares Team	Fall 2014- Spring 2017
C.19	Explore cohort programming and wrap around services for entry level basics skills courses.	Dean of Math/Science, Dean of Language Arts, Dean of Counseling, BSI Coordinator, Multicultural Center staff	2014 - 2017
C.20	Continue to monitor basic skills course offerings.	Dean of Math/Science, Dean of Language Arts	2014 - 2017

EXPECTED OUTCOME C.1.1

Activity Identifier	Expected Outcome
C.1.1	Provide \$65K to fund SI Project in Basic Skills English and Basic Skills math course for 2014-15.
C.2.1	Provide funds to SI Project in Basic Skills English and Basic Skills math courses for 2015-16.
C.3.1	50% of all Basic Skills English and Basic Skills math faculty will attend professional development activities.
C.4.1	80% of all Basic Skills English and Basic Skills math students are registered by their priority registration date.
C.5.1	95% of all Basic Skills FYE students will have developed a comprehensive SEP.
C.6.1	Completed math acceleration path.
C.7.1	Implement math acceleration path beginning in 2016/17.
C.8.1	10% higher retention rates of students enrolled in accelerated math courses as compared to students enrolled in traditional length courses.
C.9.1	Identify and assign ESL tutors in the Learning Center.
C.10.1	Complete and analyze results of data from ESL 828 and ESL 400 Progression Survey.
C.11.1	Complete the analysis of data and make modifications as deemed appropriate.
C.12.1	Bridge, as appropriate, is established and assessed.
C.13.1	Increase course completion and retention rate of International Students in their English and ESL courses by 5%.
C.14.1	Reduction in the number of courses needed to complete the English and ESL sequence.
C.15.1	Monitor effectiveness of Math 811 project and provide additional counseling resources based on identified need.
C.16.1	Cohort model identified and implemented for 2016/17 academic year.
C.17.1	40 faculty per year participate in professional development activities.
C.18.1	50 students and 20 faculty will attend workshops and presentations per semester.
C.19.1	Increase in student retention.
C.20.1	Adequate sections to meet student needs.

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL D.

The overall goal of student success indicator for degree and certificate completion is the increase in the number of degree and certificate completers.

ACTIVITY D.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity Identifier	Activity	Responsible person/group	Target date
D.1	Extract from DegreeWorks those students who have earned degrees or certificates but have not applied to receive them.	A&R Staff	Fall 2014
D.2	Schedule two DegreeWorks workshops each semester to instruct students in how to best search for degrees and certificated by catalog year and various majors.	Dean of Counseling	Spring 2015-Spring 2017
D.3	Communicate with students who have reached key milestones progressing toward their degree and certificates.	A & R Staff	Spring 2015-Spring 2017
D.4	Revise local associate degree requirements to align with Title 5 requirements.	Dean of Counseling & COI	Fall 2016
D.5	Schedule joint faculty and counselor presentation in capstone course in certificate programs to promote degree and transfer opportunities.	Dean of Counseling & CTE Dean	Fall 2016
D.6	Communicate with students who do not register for the subsequent semester.	Dean of Research & Dan of Enrollment	Spring 2016
D.7	Provide professional development activities for faculty to encourage the use of Early Alert system early in the semester to inform students of their status and to increase the intervention by instructional and student services faculty.	Professional Development Coordinator	Spring 2015

D.8	Offer workshops and presentations for students, student leaders, staff and faculty each semester to promote mental health and emphasize its impact on student success and retention. (Emphasize to faculty regarding the benefit of bringing classes to mental health workshops/presentations).	CSM Cares Team	Fall 2014- Spring 2017
D.9	Explore offering financial incentive to students enrolled in proposed FYE Project.	Cabinet & IPC & FYE Task Force	2014-2015
D.10	Work with faculty coordinators from Umoja, Puente, WEZ, and Mana Learning Communities to implement special recognition of specific student populations.	Dean of Academic Support & Faculty Coordinators	Spring 2015
D.11	Provide recognition ceremony for certificate recipients.	VPSS	Spring 2015
D.12	Provide workshops for students who have not identified an educational goal and course of study.	Dean of Counseling & Career Counselor	each semester, beginning Spring 2015
D.13	Implement Withdrawal survey; send survey to all students who withdraw from courses.	Dean of Enrollment Services, Dean of PRIE	Spring 2015
D.14	Continue to encourage students to enroll in CRER 120, 121, and 105.	Counseling faculty, Dean of Counseling, PSCs in Counseling	Fall 2014
D. 15	Incorporate the Information Competency requirement in all English 100 courses.	Dean of Language Arts, English faculty	Fall 2014
D. 16	Provide professional development activity during which faculty coordinators in learning communities (e.g. WEZ, Puente, Umoja) share with all faculty data and best practices for student retention and success.	Professional Development Coordinator, Dean of ASLT, & Dean of PRIE	Spring 2015
D.17	Institutionalize CSM Cares Program.	Cabinet	Fall 2016
D.18	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	Fall 2015

D.19	Analyze data regarding the number of degrees and certificates awarded with a goal of reducing/eliminating programs in which there are few/no award earners.	VPI, instructional deans, Dean of Enrollment Services, Dean of Counseling	Spring, 2015
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EXPECTED OUTCOME D.1.1

Activity Identifier	Expected Outcome
D.1.1	2% increase in the number of degrees and certificates for student who had not applied.
D.2.1	60 students per semester will attend DegreeWorks workshops.
D.3.1	2% increase in the number of degrees and certificates issued to students who received communication.
D.4.1	Streamlined local requirements for associate degree.
D.5.1	Increase by 5% the number of certificate recipients earning degrees and/or transferring.
D.6.1	Increase in 3% of students who received communication and registered for subsequent term.
D.7.1	Increase by 5% the number of students completing courses leading to degrees and certificates.
D.8.1	50 students and 20 faculty will attend workshops and presentations per semester.
D.9.1	Decision reached regarding financial incentives.
D.10.1	Recognition ceremonies implemented.
D.11.1	Recognition ceremony for certificate recipients.
D.12.1	Reduction by 10% of students without an educational goal and course of study.
D.13.1	Analyze withdraw data for both online and traditional courses; share results with IPC and determine if retention strategies that might reduce withdrawal rates.
D.14.1	Increase enrollment in CRER classes by 5%.
D.15.1	Information competency incorporated into all English 100 classes.
D.16.1	Determine those best practices to incorporate into additional CSM courses and programs.
D.17.1	Provide funding for 3 guest speakers a year and 3 FLC reassigned time for faculty liaison.
D.18.1	40 faculty per year participate in professional development activities.
D.19.1	50 students and 20 faculty will attend workshops and presentations per semester.

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“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 to the number of students in that group who actually transfer after one or more (up to six) years”

GOAL E.

The overall goal of student success indicator for transfer is an increase in the overall student transfer rate.

ACTIVITY E.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity Identifier	Activity	Responsible person/group	Target date
E.1	Fund the SI Project for various math, English, other specifically identified courses.	VPI & VPSS	2015-16
E.2	Develop comprehensive SEP for all transfer students.	Dean of Counseling & Counseling Faculty	2015-2016
E.3	Develop a math acceleration path.	Dean of Math/Science & Math Faculty	2014-2015
E.4	Implement math acceleration courses.	Dean of Math/Science & Math Faculty	2015-16
E.5	Assess math acceleration courses for retention and completion.	Dan of Math/Science & Math Faculty	2016-17
E.6	Email communications to students who have reached key milestones progressing toward transfer.	A&R Staff	Spring 2015-Spring 2017

E.7	Schedule joint faculty and counselor presentations in high demand transfer courses to promote transfer opportunities.	Dean of Counseling & Instructional Deans	Fall 2016
E.8	Research and develop an FYE plan with selected high schools bridging the high school-to-college experience which will include early placement, bridge, peer mentoring, and data sharing.	FYE Taskforce	Fall 2014-Spring 2015
E.9	Continue to offer a variety of transfer-related activities through the Transfer Center, including workshops, presentations, and college visits.	Transfer Center Coordinator	2014-2017
E.10	Schedule the annual Transfer Tribute ceremony.	Academic Senate	Spring 2015
E.11	Implement Transfer Week each semester.	Transfer Center Coordinator	Fall 2014
E.12	Continue development of AA/AS-Transfer degree pathways.	Dean of Counseling & Instructional Deans	2014-2016
E.13	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development	Spring 2015
E.14	Offer workshops and presentations for students and faculty each semester to promote mental health and emphasize its impact on student success and retention.	CSM Cares Team	Fall 2014-Spring 2017
E.15	Continue to offer university bus tours to EOPS students.	EOPS Staff	2014 - 2017

EXPECTED OUTCOME E.1.1

Activity Identifier	Expected Outcome
E.1.1	Provide \$65K to fund SI Project for 2014-15.
E.2.1	95% of all transfer students will have developed a comprehensive SEP.
E.3.1	Completed math acceleration pathway.
E.4.1	Offer math acceleration pathway.
E.5.1	A student rate of 70% completion in accelerated courses.
E.6.1	2% increase in number of transfers of those students who received communication.

E.7.1	Increase by of the num5%ber of transfer students.
E.8.1	Complete the FYE plan for 2 feeder high schools by the end of Spring 2015.
E.9.1	Continue to obtain student evaluation of Transfer Center activities and modify as needed.
E.10.1	Increase by 3% the number of transfer students attending Transfer Tribute.
E.11.1	Increase by 2% the number of students attending Transfer Week.
E.12.1	Approval and implementation of new AS/AS-Transfer degrees.
E.13.1	40 faculty per year participate in professional development activities.
E.14.1	50 students and 20 faculty will attend workshops and presentations per year.
E.15.1	Increase transfer awareness for EOPS students.

Budget

Each of the Student Equity Plan activities are outlined below. The amount and funding source is noted. The funding source legend is as follows:

F1 – Fund 1 (General College Funds)

SSSP – Student Success Program Funds

SE – Student Equity Funds

EOPS – Extended Opportunity Program and Services Funds

Foundation – San Mateo County Community College Foundation

Pro. Dev. – Professional Development Funds

Note: Some activities do not have budgetary implications. In other cases, the exact amount of funding has yet to be determined.

Activity ID	Activity	Responsible person/group	Budget	Funding Source
A.1	Re-examine existing CTE offerings to better meet student needs, particularly reentry students and those returning for retraining.	CTE Dean	To Be Determined	F1
A.2	Increase CTE offerings in high demand jobs specific to our community.	CTE Dean	CTE Offerings. Pending completion of labor market analysis planned for 14-15	F1
A.3	Increase collaboration with SMAC to generate community awareness of CSM college course offerings.	Dean of Kinesiology, Vice Chancellor for Auxiliary Services		
A.4	Implement Project Change to serve the needs of court-involved youth.	Dean of Language Arts	\$100K	SE, District Funded

A.5	Increase collaboration of ESL course offerings and pedagogy between college and San Mateo Adult School to increase awareness among older students.	Dean of ASLT, ESL faculty	\$6K	SE
A.6	Increase information sharing between college and adult school.	ESL Faculty	\$1K	F1, SE
A.7	Continue to provide monthly workshops to foster youth regarding college opportunities.	Director of Student Support	\$6K	SE
A.9	Increase collaboration between high schools and CSM to identify AB 540 students.	Director of Student Support Programs; CRM Director	\$5K	SE
A.10	Continue to host annual Mana Conference to increase awareness of postsecondary opportunities for Pacific Islander students.	Dean of Enrollment Services	\$12K	SE
A.11	Implement components of FYE (e.g. early assessment) to attract high school students.	Dean of Language Arts, Dean of Math Science, Dean of Counseling	See B.3	

A.12	Continue to provide outreach to targeted populations via EOPS outreach to students that meet eligibility criteria.	EOPS Staff		EOPS
A.13	Examine District policies and procedures that may impact access (e.g. drop for non-payment; CCC Apply application).	Dean of Enrollment Services		
A.14	Continue to foster partnerships and collaborations with state and county organizations that serve veterans students, including non-profit NPower.	Dean of Enrollment Services	\$3K	SE
A.15	Provide ongoing professional development activities for faculty and staff to promote strategies for serving veteran students and foster youth.	Dean of ASTL, Dean of Enrollment Services, Director of Support Programs, Professional Development Coordinator	\$6K	Pro. Dev., SE
A.16	Continue partnership with Jeremiah's Promise to coordinate outreach to foster youth.	Director of Student Support Services		
A.17	Designate a staff person to assist in identifying current students who are former foster youth.	Multicultural Center, Financial Aid		

A.18	Designate a staff person who will contact former foster youth students to track their progress throughout the semester and assist students with a variety of holistic needs.	Multicultural Center		
B.1	Implement Umoja Learning Community to increase success and retention of African-American students in the English cohort section.	Umoja faculty and coordinator	\$15K	F1, SE
B.2	Continue to offer the Writing in the End Zone Learning Community to maintain success of African-American and Pacific Islander male athletes.	Language Arts Dean & Dean of Kinesiology	\$6K	SE
B.3	Research and develop an FYE plan with selected feeder high schools bridging the high school to college experience which will include outreach, early placement, bridge, peer mentoring, and data sharing.	FYE Taskforce	\$150K (Estimate)	F1, SE
B.4	Implement the FYE plan.	FYE Taskforce	See B.3	
B.5	Assess FYE plan end of Spring 2016 and revise accordingly.	FYE Taskforce		

B.6	Expand FYE plan to additional feeder high schools.	FYE Taskforce	\$50K	SE, F1
B.7	Develop probation workshop for students younger than 20 who are placed on Probation 1 status.	Dean of Academic Support & Dean of Counseling	\$1K	SE
B.8	Offer probation workshops, with emphasis on importance of meeting with counselor and developing SEP, for students younger than 20 who are placed on Probation 1 status.	Dean of Academic Support & Dean of Counseling	See B.7	
B.9	Explore effectiveness of Early Alert system; provide professional development activities for faculty to encourage early in the semester information to students of their status and to increase the intervention by instructional and student services faculty.	Profession Development Coordinator, Dean of ASTL, Dean of Counseling	To Be Determined	Pro. Dev.
B.10	Require orientation for all non-exempt students as outlined in SSSP Plan.	Dean of Counseling		SSSP

B.11	Provide Professional Development activities for faculty to apply Habits of Mind strategies, mental health referrals, Indaba principles, and counseling workshops to increase awareness of support services.	Professional Development coordinator, Dean of ASTL, CSM Cares	To Be Determined	Pro. Dev.
B.12	Analyze high school transcript data from research exploring alternative assessment for English and math placement.	PRIE, Language Arts Dean, Math/Science Dean, and appointed English and Math faculty		
B.13	Provide faculty workshop regarding SSSP regulations, specifically students' academic status and its effect on BOG eligibility and priority registration.	Professional Development coordinator, Dean of Counseling, Dean of ASLT, VPSS	To Be Determined	Pro. Dev.
B.14	Continue to outreach to Latino students about the Puente Program.		\$2K	SE
B.15	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	See C.17	Pro. Dev.

B.16	Offer workshops and presentations for students and faculty each semester to promote mental health emphasizing its impact on student success and retention.	CSM Cares Team	See E.14	SE
B.17	Continue to revise Program Review document and process to ensure that a robust dialogue occurs at the department level to analyze student achievement data and make program revisions based on identified gaps.	All deans, instructional and student services faculty and staff		
C.1	Fund the SI Project in Basic Skills English courses, ESL courses, and Basic Skills math courses.	VPI, VPSS, LC Manager, Dean of ASTL	\$160K	One-time External Funding, SE
C.2	Increase funding for SI Project to provide support in additional Basic Skills English, ESL, and math courses.	VPI, Dean of ASTL	See C.1	
C.3	Offer professional development activities that specifically address Basic Skills English instruction and infuse INDABA principles where appropriate.	Professional Development Coordinator, Basic Skills Coordinator	To Be Determined	Pro. Dev.

C.4	Identified counselor will work with Basic Skills English, ESL, and math faculty to conduct registration for subsequent English and math courses.	Basic Skills Coordinator, MCC Counselor & Dean of Counseling		SSSP
C.5	Develop comprehensive Student Educational Plan for all Basic Skills FYE students, based on their identified educational goal.	Basic Skills Counselor		SSSP
C.6	Develop a math acceleration path for Basic Skills students which may include adoption of Math Jam.	Math faculty & Dean of Math/Science, Basic Skills Coordinator	\$15K	SE
C.7	Implement math acceleration courses.	Math faculty, Basic Skills Coordinator, & Dean of Math/Science	To Be Determined	F1
C.8	Assess math acceleration courses for retention and completion.	Math faculty, Basic Skills Coordinator, & Dean of Math/Science		
C.9	Expand assistance to ESL students in the Learning Center, with the possibility of ESL tutoring and peer mentoring.	Dean of Language Arts and Learning Center Manager	\$4K	SE, F1

C.10	Investigate offering ESL 400 and/or a Grammar Jam in the summer to help students accelerate.	Dean of Language Arts & Dean of Research	\$1K	F1
C.11	Track the effectiveness of the established Adult School to ESL Pathway and revise as appropriate.	PRIE & Dean of Language Arts		
C.12	Explore and develop plan for implementing bridge program linking Adult Education offerings to credit course offerings at CSM (ACCEL program).	Dean of ASTL & appropriate Instructional Dean & Director of San Mateo Adult School	\$30K	SE
C.13	Explore scheduling options to provide additional support for International Students enrolled in Basic Skills and ESL courses.	Director, International Students Program, Dean of Language Arts, selected faculty	To Be Determined	F1
C.14	Examine feasibility for accelerating English 838 / 848 and ESL sequences.	Dean of Language Arts, Basic Skills Coordinator, selected faculty		
C.15	Continue implementation of the Math 811 project.	Dean of Counseling, Basic Skills Coordinator, Math faculty	\$35K	F1, SE

C.16	Explore the development of a cohort program for Basic Skills students, including Learning Communities for ESL.	Dean of Language Arts, Dean Math/Science, Dean of Counseling, selected faculty	\$7K	SE
C.17	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator		Pro. Dev.
C.18	Offer workshops and presentations for students and faculty each semester to promote mental health and emphasize its impact on student success and retention.	CSM Cares Team	See E.14	
D.1	Extract from DegreeWorks those students who have earned degrees or certificates but have not applied to receive them.	A&R Staff		
D.2	Schedule two DegreeWorks workshops each semester to instruct students in how to best search for degrees and certificates by catalog year and various majors.	Dean of Counseling		SSSP

D.3	Communicate with students who have reached key milestones progressing toward their degree and certificates.	A & R Staff		
D.4	Revise local associate degree requirements to align with Title 5 requirements.	Dean of Counseling & COI		
D.5	Schedule joint faculty and counselor presentation in capstone course in certificate programs to promote degree and transfer opportunities.	Dean of Counseling & CTE Dean		
D.6	Communicate with students who do not register for the subsequent semester.	Dean of Research & Dean of Enrollment		
D.7	Provide professional development activities for faculty to encourage the use of Early Alert system early in the semester to inform students of their status and to increase the intervention by instructional and student services faculty.	Professional Development Coordinator	To Be Determined	Pro. Dev.

D.8	Offer workshops and presentations for students, student leaders, staff and faculty each semester to promote mental health and emphasize its impact on student success and retention. (Emphasize to faculty regarding the benefit of bringing classes to mental health workshops/presentations).	CSM Cares Team	See E.14	
D.9	Explore offering financial incentive to students enrolled in proposed FYE Project.	Cabinet & IPC & FYE Task Force	\$250K	SE, F1, External Funds
D.10	Work with faculty coordinators from Umoja, Puente, WEZ, and Mana Learning Communities to implement special recognition of specific student populations.	Dean of Academic Support & Faculty Coordinators	\$10K	SE
D.11	Provide recognition ceremony for certificate recipients.	VPSS	\$5K	SE
D.12	Provide workshops for students who have not identified an educational goal and course of study.	Dean of Counseling & Career Counselor		SSSP

D.13	Implement Withdrawal survey; send survey to all students who withdraw from courses.	Dean of Enrollment Services, Dean of PRIE		
D.14	Continue to encourage students to enroll in CRER 120, 121, and 105.	Counseling faculty, Dean of Counseling, PSCs in Counseling		
D.15	Incorporate the Information Competency requirement in all English 100 courses.	Dean of Language Arts, English faculty		
D.16	Provide professional development activity during which faculty coordinators in learning communities (e.g. WEZ, Puente, Umoja) share with all faculty data and best practices for student retention and success.	Professional Development Coordinator, Dean of ASLT, & Dean of PRIE	To Be Determined	Pro. Dev.
D.17	Institutionalize CSM Cares Program.	Cabinet	See E.14	SE

D.18	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	See E.13	
D.19	Analyze data regarding the number of degrees and certificates awarded with a goal of reducing/eliminating programs in which there are few/no award earners.	VPI, instructional deans, Dean of Enrollment Services, Dean of Counseling		

SOURCES OF FUNDING

College of San Mateo plans to take an “all funds” approach to cover the costs for the activities outlined in the Student Equity Plan. This will include general funds and categorical funds (specifically SSSP funds for specific activities that align with the SSSP core services), and Student Equity funds. Some college initiatives will initially funded by district funds.

College of San Mateo has already allocated funds to implement a variety of programs, projects and initiatives to address the identified achievement gaps. These include, but are not limited to:

- Puente
- Umoja
- Veterans Opportunity Resource Center (VROC)
- Supplemental Instruction
- Student Mentors
- Pathways
- Professional Development

Evaluation Schedule and Process

College of San Mateo's Institutional Planning Committee (IPC) has oversight for all institutional planning and budgeting. This committee has representation from all constituent groups and is co-chaired by the President of the Academic Senate and the Vice President of Student Services. Chairs/Co-Chairs of all institutional planning committees, which report to IPC, are members of IPC. This committee structure ensures the integration of planning and budgeting at the institution.

The institutional planning committees include:

- Basic Skills Committee
- Distance Education and Educational Technology Committee (DEETC)
- Diversity in Action Group (DIAG)
- College Assessment Committee (Purview of Academic Senate)
- Committee on Instruction (Purview of Academic Senate)
- Library Advisory Committee (Purview of Academic Senate)

In spring, 2014, IPC established a Student Equity Task Force to develop the state-mandated Student Equity Plan. At its August 29, 2014 meeting, IPC approved the recommendation that the Diversity in Action Committee, an established institutional planning committee, be responsible for overseeing the implementation of the Student Equity Plan. The Diversity in Action Committee's mission is aligned with the many of the goals and intent of student equity. In fact, last spring, the Diversity in Action Committee developed a detailed achievement gap report based on data taken from the Educational Master Plan (EMP), a planning document developed by the Office of Planning, Research, and Institutional Effectiveness, which is reviewed each year by IPC. The Diversity in Action Group report, which examined data similar to that required of the Student Equity Plan, resulted in recommendations for college initiatives that would address the achievement gap of specific student populations. Thus, given the common scope of work, it was logical to house the oversight for the Student Equity Plan with the Diversity in Action Committee. In fact, many of the Student Equity Task Force members are currently serving on the Diversity in Action Group. Additional faculty and staff will be appointed to the Diversity in Action Group to ensure the appropriate representation from student services and instruction.

As part of the institutional planning cycle designed to ensure the alignment of all planning activities, all institutional plans cover a three year planning horizon and are updated each year. Committee chairs report to IPC annually on the status of their plan implementation. In the case of the Student Equity Plan, the annual review, along with IPC's review of institutional data and all program reviews, will ensure that the college is mitigating any disproportionate impact in the identified student equity indicators. In addition, the Diversity in Action Group and IPC will ensure compliance with statewide reporting requirements. It should be noted that the Chief Financial Officer for the San Mateo County Community College District (SMCCD) is a member of IPC. She will continue to provide information regarding Student Equity funding and guidelines for appropriate use. This also will ensure compliance with state regulations.

The following chart provides more specific information regarding the evaluation process, as linked to the goals and budget sections of the plan.

Activity ID	Activity	Responsible person/group	Target date	Evaluation Schedule
E.9	Continue to offer a variety of transfer-related activities through the Transfer Center, including workshops, presentations, and college visits.	Transfer Center Coordinator	2014-2017	Dec. 2014: First Review
E.14	Offer workshops and presentations for students and faculty each semester to promote mental health and emphasize its impact on student success and retention.	CSM Cares Team	Fall 2014-Spring 2017	Dec. 2014: First Review
E.12	Continue development of AA/AS-Transfer degree pathways.	Dean of Counseling & Instructional Deans	2014-2016	Dec. 2014: First Review
E.11	Implement Transfer Week each semester.	Transfer Center Coordinator	Fall 2014	Dec. 2014: First Review
D.8	Offer workshops and presentations for students, student leaders, staff and faculty each semester to promote mental health and emphasize its impact on student success and retention. (Emphasize to faculty regarding the benefit of bringing classes to mental health workshops/presentations).	CSM Cares Team	Fall 2014-Spring 2017	Dec. 2014: First Review
D.14	Continue to encourage students to enroll in CRER 120, 121, and 105.	Counseling faculty, Dean of Counseling, PSCs in Counseling	Fall 2014	Dec. 2014: First Review

D.1	Extract from DegreeWorks those students who have earned degrees or certificates but have not applied to receive them.	A&R Staff	Fall 2014	Dec. 2014: First Review
D. 15	Incorporate the Information Competency requirement in all English 100 courses.	Dean of Language Arts, English faculty	Fall 2014	Dec. 2014: First Review
C.18	Offer workshops and presentations for students and faculty each semester to promote mental health and emphasize its impact on student success and retention.	CSM Cares Team	Fall 2014-Spring 2017	Dec. 2014: First Review
C.15	Continue implementation of the Math 811 project.	Dean of Counseling, Basic Skills Coordinator, Math faculty	2014 -2017	Dec. 2014: First Review
C.1	Fund the SI Project in Basic Skills English courses, ESL courses, and Basic Skills math courses.	VPI, VPSS, LC Manager, Dean of ASTL	Fall 2014-Spring 2015	Dec. 2014: First Review
B.2	Continue to offer the Writing in the End Zone Learning Community to maintain success of African-American and Pacific Islander male athletes.	Language Arts Dean & Dean of Kinesiology	Fall 2014	Dec. 2014: First Review
B.17	Continue to revise Program Review document and process to ensure that a robust dialogue occurs at the department level to analyze student achievement data and make program revisions based on identified gaps.	All deans, instructional and student services faculty and staff	2014-2017	Dec. 2014: First Review
B.12	Analyze high school transcript data from research exploring alternative assessment for English and math placement.	PRIE, Language Arts Dean, Math/Science Dean, and appointed English and Math faculty	Fall 2014-Spring 2015	Dec. 2014: First Review

A.15	Provide ongoing professional development activities for faculty and staff to promote strategies for serving veteran students and Foster youth.	Dean of ASTL, Dean of Enrollment Services, Director of Support Programs, Professional Development Coordinator		Dec. 2014: First Review
A.14	Continue to foster partnerships and collaborations with state and county organizations that serve veterans students, including non-profit NPower.	Dean of Enrollment Services	2014-2017	Dec. 2014: First Review
A.12	Continue to provide outreach targeted populations via EOPS outreach to students that meet the education and eligibility criteria.	EOPS Staff	Fall 2014	Dec. 2014: First Review
E.3	Develop a math acceleration path.	Dean of Math/Science & Math Faculty	2014-2015	Jan. - May 2015: First Review
D.9	Explore offering financial incentive to students enrolled in proposed FYE Project.	Cabinet & IPC & FYE Task Force	2014-2015	Jan. - May 2015: First Review
C.9	Expand assistance to ESL students in the Learning Center, with the possibility of ESL tutoring and peer mentoring.	Dean of Language Arts and Learning Center Manager	2014-15	Jan. - May 2015: First Review
C.6	Develop a math acceleration path for Basic Skills students which may include adoption of Math Jam.	Math faculty & Dean of Math/Science, Basic Skills Coordinator	2014-15	Jan. - May 2015: First Review
C.2	Increase funding for SI Project to provide support in additional Basic Skills English, ESL, and math courses.	VPI, Dean of ASTL	2014-15	Jan. - May 2015: First Review

C.12	Explore and develop plan for implementing bridge program linking Adult Education offerings to credit course offerings at CSM (ACCEL program).	Dean of ASTL & appropriate Instructional Dean & Director of San Mateo Adult School,	2014-2017	Jan. - May 2015: First Review
B.16	Offer workshops and presentations for students and faculty each semester to promote mental health emphasizing its impact on student success and retention.	CSM Cares Team	Fall 2014- Spring 2017	Jan. - May 2015: First Review
B.13	Provide faculty workshop regarding SSSP regulations, specifically students' academic status and its effect on BOG eligibility and priority registration.	Professional Development coordinator, Dean of Counseling, Dean of ASLT, VPSS	Fall 2014	Jan. - May 2015: First Review
B.1	Implement Umoja Learning Community to increase success and retention of African-American students in the English cohort section.	Umoja faculty and coordinator	Fall 2014	Jan. - May 2015: First Review
B.7	Develop probation workshop for students younger than 20 who are placed on Probation 1 status.	Dean of Academic Support & Dean of Counseling	2014-15	Jan. - May 2015: First Review
A.6	Increase information sharing between college and adult school.	ESL Faculty	Fall 2014	Jan. - May 2015: First Review
A.5	Increase collaboration of ESL course offerings and pedagogy between college and San Mateo Adult School to increase awareness among older students.	Dean of ASLT, ESL faculty	Fall 2014	Jan. - May 2015: First Review
A.4	Implement Project Change to serve the needs of court-involved youth.	Dean of Language Arts	Fall 2014	Jan. - May 2015: First Review

A.10	Continue to host annual Mana Conference to increase awareness of postsecondary opportunities for Pacific Islander students.	Dean of Enrollment Services	Spring 2015	Jan. - May 2015: First Review
A. 7	Continue to provide monthly workshops to foster youth regarding college opportunities.	Director of Student Support	Fall 2014	Jan. - May 2015: First Review
E.13	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development	Spring 2015	May 2015: First Review
E.10	Schedule the annual Transfer Tribute ceremony.	Academic Senate	Spring 2015	May 2015: First Review
D.3	Communicate with students who have reached key milestones progressing toward their degree and certificates.	A & R Staff	Spring 2015- Spring 2017	May 2015: First Review
D.19	Analyze data regarding the number of degrees and certificates awarded with a goal of reducing/eliminating programs in which there are few/no award earners.	VPI, instructional deans, Dean of Enrollment Services, Dean of Counseling	Spring, 2015	May 2015: First Review
D.13	Implement Withdrawal survey; send survey to all students who withdraw from courses.	Dean of Enrollment Services, Dean of PRIE	Spring 2015	May 2015: First Review
D.12	Provide workshops for students who have not identified an educational goal and course of study.	Dean of Counseling & Career Counselor	each semester, beginning Spring 2015	May 2015: First Review

D.11	Provide recognition ceremony for certificate recipients.	VPSS	Spring 2015	May 2015: First Review
D.10	Work with faculty coordinators from Umoja, Puente, WEZ, and Mana Learning Communities to implement special recognition of specific student populations.	Dean of Academic Support & Faculty Coordinators	Spring 2015	May 2015: First Review
D. 16	Provide professional development activity during which faculty coordinators in learning communities (e.g. WEZ, Puente, Umoja) share with all faculty data and best practices for student retention and success.	Professional Development Coordinator, Dean of ASLT, & Dean of PRIE	Spring 2015	May 2015: First Review
C.4	Identified counselor will work with Basic Skills English, ESL, and math faculty to conduct registration for subsequent English and math courses.	Basic Skills Coordinator, MCC Counselor & Dean of Counseling	Once a semester beginning Spring 2015	May 2015: First Review
C.3	Offer professional development activities that specifically address Basic Skills English instruction and infuse INDABA principles where appropriate.	Professional Development Coordinator, Basic Skills Coordinator	Once a semester beginning Spring 2015	May 2015: First Review
C.17	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	Spring 2015	May 2015: First Review
C.10	Investigate offering ESL 400 and/or a Grammar Jam in the summer to help students accelerate.	Dean of Language Arts & Dean of Research	Spring 2015	May 2015: First Review
B.3	Research and develop an FYE plan with selected feeder high schools bridging the high school to college experience which will include outreach, early placement, bridge, peer mentoring, and data sharing.	FYE Taskforce	Fall 2014-Spring 2015	May 2015: First Review

B.15	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	Spring 2015	May 2015: First Review
B.11	Provide Professional Development activities for faculty to apply Habits of Mind strategies, mental health referrals, Indaba principles, and counseling workshops to increase awareness of support services.	Professional Development coordinator, Dean of ASTL, CSM Cares	Spring 2015	May 2015: First Review
A.13	Examine District policies and procedures that may impact access (e.g. drop for non-payment; CCC Apply application).	Dean of Enrollment Services	Spring 2015	May 2015: First Review
C.11	Track the effectiveness of the established Adult School to ESL Pathway and revise as appropriate.	PRIE & Dean of Language Arts	Spring 2015- Spring 2017	Aug. - Dec. 2015: First Review
B.9	Explore effectiveness of Early Alert system; provide professional development activities for faculty to encourage early in the semester information to students of their status and to increase the intervention by instructional and student services faculty.	Profession Development Coordinator, Dean of ASTL, Dean of Counseling	Spring 2015	Aug. - Dec. 2015: First Review
A.9	Increase collaboration between high schools and CSM to identify AB 540 students.	Director of Student Support Programs; CRM Director	Spring 2015	Aug. - Dec. 2015: First Review
A.3	Increase collaboration with SMAC to generate community awareness of CSM college course offerings.	Dean of Kinesiology, Vice Chancellor for Auxiliary Services	Spring 2015	Aug. - Dec. 2015: First Review

A.17	Designate a staff person to assist in identifying current students who are former foster youth.	Multicultural Center, Financial Aid	Spring, 2015	Aug. - Dec. 2015: First Review
E.6	Email communications to students who have reached key milestones progressing toward transfer.	A&R Staff	Spring 2015- Spring 2017	Dec. 2015: First Review
E.2	Develop comprehensive SEP for all transfer students.	Dean of Counseling & Counseling Faculty	2015-2016	Dec. 2015: First Review
E.1	Fund the SI Project for various math, English, other specifically identified courses.	VPI & VPSS	2015-16	Dec. 2015: First Review
D.7	Provide professional development activities for faculty to encourage the use of Early Alert system early in the semester to inform students of their status and to increase the intervention by instructional and student services faculty.	Professional Development Coordinator	Spring 2015	Dec. 2015: First Review
C.14	Examine feasibility for accelerating English 838 / 848 and ESL sequences.	Dean of Language Arts, Basic Skills Coordinator, selected faculty	Fall 2015	Dec. 2015: First Review
C.13	Explore scheduling options to provide additional support for International Students enrolled in Basic Skills and ESL courses.	Director, International Students Program, Dean of Language Arts, selected faculty	2014-2017	Dec. 2015: First Review
E.4	Implement math acceleration courses.	Dean of Math/Science & Math Faculty	2015-16	Jan. – May 2016: First Review

C.7	Implement math acceleration courses.	Math faculty, Basic Skills Coordinator, & Dean of Math/Science	2015-16	Jan. – May 2016: First Review
B.8	Offer probation workshops, with emphasis on importance of meeting with counselor and developing SEP, for students younger than 20 who are placed on Probation 1 status.	Dean of Academic Support & Dean of Counseling	2015-16	Jan. – May 2016: First Review
B.4	Implement the FYE plan.	FYE Taskforce	Fall 2015- Spring 2016	Jan. – May 2016: First Review
A.11	Implement components of FYE (e.g. early assessment) to attract high school students.	Dean of Language Arts, Dean of Math Science, Dean of Counseling	Fall 2015	Jan. – May 2016: First Review
A.1	Re-examine existing CTE offerings to better meet student needs, particularly reentry students and those returning for retraining.	CTE Dean	Fall 2015	Jan. – May 2016: First Review
D.2	Schedule two DegreeWorks workshops each semester to instruct students in how to best search for degrees and certificates by catalog year and various majors.	Dean of Counseling	Spring 2015- Spring 2017	May 2016: First Review
D.18	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	Fall 2015	May 2016: First Review
B.5	Assess FYE plan end of Spring 2016 and revise accordingly.	FYE Taskforce	Spring 2016	May 2016: First Review

B.10	Require orientation for all non-exempt students as outlined in SSSP Plan.	Dean of Counseling	Spring 2015 - 2017	May 2016: First Review
E.8	Research and develop an FYE plan with selected high schools bridging the high school-to-college experience which will include early placement, bridge, peer mentoring, and data sharing.	FYE Taskforce	Fall 2014- Spring 2015	Aug. - Dec. 2016: First Review
C.8	Assess math acceleration courses for retention and completion.	Math faculty, Basic Skills Coordinator, & Dean of Math/Science	2016-17	Aug. - Dec. 2016: First Review
C.5	Develop comprehensive Student Educational Plan for all Basic Skills FYE students, based on their identified educational goal.	Basic Skills Counselor	2015-16	Aug. - Dec. 2016: First Review
E.7	Schedule joint faculty and counselor presentations in high demand transfer courses to promote transfer opportunities.	Dean of Counseling & Instructional Deans	Fall 2016	Dec. 2016: First Review
D.6	Communicate with students who do not register for the subsequent semester.	Dean of Research & Dean of Enrollment	Spring 2016	Dec. 2016: First Review
D.4	Revise local associate degree requirements to align with Title 5 requirements.	Dean of Counseling & COI	Fall 2016	Dec. 2016: First Review
D.17	Institutionalize CSM Cares Program.	Cabinet	Fall 2016	Dec. 2016: First Review

E.5	Assess math acceleration courses for retention and completion.	Dan of Math/Science & Math Faculty	2016-17	Jan. - May 2017: First Review
D.5	Schedule joint faculty and counselor presentation in capstone course in certificate programs to promote degree and transfer opportunities.	Dean of Counseling & CTE Dean	Fall 2016	Jan. - May 2017: First Review
C.16	Explore the development of a cohort program for Basic Skills students, including Learning Communities for ESL.	Dean of Language Arts, Dean Math/Science, Dean of Counseling, selected faculty	Fall 2016	Jan. - May 2017: First Review
B.6	Expand FYE plan to additional feeder high schools.	FYE Taskforce	2016-17	Jan. - May 2017: First Review
A.2	Increase CTE offerings in high demand jobs specific to our community.	CTE Dean	Fall 2016	Jan. - May 2017: First Review
B.14	Continue to outreach to Latino students about the Puente Program.	Puente Co-coordinators	Spring 2015 - Spring 2017	Dec. 2014 -May 2017: First Review
A.16	Continue partnership with Jeremiah's Promise to coordinate outreach to foster youth.	Director of Student Support Services	2014 - 2017	Dec. 2014 -May 2017: First Review
A.18	Designate a staff person who will contact former foster youth students to track their progress throughout the semester and assist students with a variety of holistic needs.	Multicultural Center	2014-2017	Dec. 2014 -May 2017: First Review

Attachments

Assessment of the CSM Student Achievement Gap, March 2013, Diversity In Action Group

Diversity In Action Group

Assessment of the CSM Student Achievement/Equity Gap

March 2013

DIAG Committee: Sylvia Aguirre-Alberto, Faculty; Fauzi Hamadeh, CSEA; Makiko Ueda, Faculty; John Vehikite, CSEA; Cara Liao, Student Representative; Henry Villareal, Administration, Committee Chair

Introduction

The Diversity In Action Group, one of CSM's Institutional Planning Committees, has developed this report in fulfilling one of its primary objectives. As presented in its Institutional Plan Narrative, 2009/10 to 2012/13, "The Diversity In Action Group and its affiliate, the Diversity Planning Committee, has as its charge ensuring that the College follows through in acknowledging, promoting, celebrating, and integrating diversity, equity, and student success as an institutional priority." In fulfilling this directive, DIAG developed a specific goal that states, "Annually assess the academic success rates of students disaggregated by demographics which include ability, gender and ethnicity." This goal was further predicated by one of the College's Institutional Priorities which focuses on improving the academic success of all students and includes course-completion, retention, and persistence. (CSM Institutional Priorities, 2008-2011) The importance of DIAG's role in monitoring student success is further emphasized in its mission statement, "The mission of the Diversity In Action Group is to ensure that unity through diversity is among the College of San Mateo's highest priorities. DIAG assures that the college's operational decisions—from the executive to the unit level—support its commitment to diversity and student success."

Brief Literature Review

During the past decade there has been a significant amount of research focusing on and emphasizing the importance of using data to support institutional planning, decision-making, and in assessing student success. More recently, the research literature has been addressing the achievement or equity gap that is occurring at all levels of the education system and particularly the gap resulting for low income students and students of color. (Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools, 2006; Big Gaps, Small Gaps in Serving African American Students, 2010; Examples of ¡Excelencia!, What Works for Latino Student Success in Higher Education: Compendium, 2012; Introducing Equity Achievement as a Strategy for Strengthening Student Success, 2012). In California, a number of studies have been completed and several initiatives addressing the achievement gap are being developed and implemented. (Divided We Fail: Improving Completion and Closing Racial Gaps in California's Community Colleges, 2010; 2020 Vision for Student Success, 2011; Basic Skills as a Foundation for Success in the California Community Colleges, 2007; Student Success Act, 2012; SMCCCD, A Framework for Measuring Student Success, 2011).

During the past several years, College of San Mateo has become increasingly adept at collecting and analyzing data to inform and support its institutional planning and decision-making (Educational Master Plan 2008; Educational Master Plan-Information Update, 2012; College Index, 2009-2012; Campus Climate and Satisfaction Surveys, 2012; Substantive Change Report: Distance Education, 2013). The collection and analysis of data is becoming the norm at CSM and decisions are now mostly informed and largely driven by a “culture of evidence.”

Framework

In fulfilling its goals and objectives, DIAG has prepared this document incorporating the same student success measures incorporated in the CSM Student Equity Report; a California State mandated report which was last compiled at CSM in September of 2005. The data that follow in this DIAG report was culled from the *CSM Educational Master Plan, Information Update 2012* (EMP, 2012). What the data confirm is that achievement gaps, similar to those identified in the 2005 Student Equity Report, continue to exist at CSM. The gaps are most notable for the gender, age, and ethnic demographic. It is the latter demographic that is of utmost concern to DIAG because the achievement or equity gap for segments of this population reflect the greatest disparities and have a prolonged history at CSM.

To insure an understanding of what is meant by the achievement gap it is important to define the concept. One definition of this phenomenon is provided by the U.S. Department of Education which describes the achievement gap as “the difference in academic performance between different ethnic groups.” Another reference to the achievement gap as presented in *Education Week* (2011) is “The ‘achievement gap’ in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures. It is most often used to describe the troubling performance gaps between African-American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers, and the similar academic disparity between students from low-income families and those who are better off.” It is within the context of these definitions that this report endeavors to identify and assess the achievement and equity gaps that exist at CSM.

Access

As prescribed by the California Education Code, any student who has a high school diploma or its equivalent or is 18 years of age or older and can benefit from further education can enroll in a California Community College. College of San Mateo is therefore an open access institution. However, providing open access does not in of itself lead to academic success or educational goal completion. For the past eight years, 70 percent of CSM’s first-time students have placed below college-level math, English, and reading; essentially extending time to degree. (EMP, p. 10) The basic skills course completion rate was reported at 59.5% which is -2.5% below the California State Rate.

(EMP, p. 11) The successful course completion rate is 70% collectively for CSM students but there are significant disparities when disaggregated by gender, age and ethnicity. Similarly, while retention rates for the past 20 years have hovered at 85%, there are disparities when the data is disaggregated for the aforementioned groups. (EMP, p. 10) Further, historically, 44% of all students at CSM enroll in one semester only and another 17% in two semesters only. (EMP, pp. 124-125) Again, access does not necessarily lead to success. As noted by renown researcher Vincent Tinto, “Access without effective support is not opportunity” (2008). In a recent article, the issue of access and success was addressed this way, “College is on the rise for all students, but gaps exist between whites and underrepresented minority groups.” (Shifting from College Access to College Success, 2011)

As presented in the table below, the CSM student population has shifted dramatically during the past decade and a half. In fall 1995, 51.9 percent of CSM students were White. In Fall 2011, the percentage of White students had decreased to 34.4% reflecting a -17.2% decrease. In Fall 1995, African American, Asian, Filipino, Hispanic, and Native American students comprised 43.3% of CSM students; in Fall 2011 that percentage had increased slightly to 45.3%. Interestingly, the Others/Unknown category shows an increase of 4.2% during this period.

A new category, Multi-Ethnic was introduced in 2009 resulting in a representation of 11% in Fall 2011. Also introduced in 2009 was the ethnic category for Pacific Islander which in fall 2011 was represented by 231 students or 2% of the student body. Another recently introduced demographic is first generation college applicants. The applicant total for this group from July 2010 to September 2011 is a duplicated headcount of 3,031 with the largest group being Hispanic at 42.5%; followed by Asian, 26.2%; White, 22.1%; Multi Races, 12.8%; African American, 5.6%;, Filipino, 4.5%; Unknown, 3.7%; and Pacific Islander, 3.2%. Data for first generation college students at CSM is not currently accessible but should be available in the very near future. Lastly, there was a significant decrease in student enrollment between Fall 1995 to Fall 2011; 11,506 vs. 10,540; an -8.4% decrease.

CSM Student Ethnicity

	Fall 1995	Fall 2011
African American	3.8%	3.5%
Asian	16.1	15.4
Filipino	6.9	6.9
Hispanic	15.9	19.1
Native American	0.6	0.3
Pacific Islander	---	2.0
White	51.9	34.4
Multi-Ethnic	---	11.6
Others/Unknown	4.9	9.1
Total Enrollment	11,506	10,540

(EMP, Table B, p. 68.)

Course Completion and Withdrawal

Course completion and withdrawal rates have remained relatively stable from 2007-08 to 2010-11 with an average of nearly 70% and 16% respectively. However, when disaggregated by gender, age and ethnicity, there are some notable differences. Course completion and withdrawal rates for 2010-11 are presented below.

- Women successfully completed courses at an average of nearly 71% compared to men at 67%. Withdrawal rates for women and men were similar at 16% and 17% respectively. (EMP, Table A, p. 153)
- More dramatic differences can be found in the age demographic where older students (50 years or older) experience course success rates at 79% in comparison to younger students age 20-24 at 66%. The younger age group also has the highest withdrawal rate at 18%. (EMP, Table A, p. 155)
- Ethnic comparisons also present significant differences as Asians and Whites have course completion rates of 75% and 72% respectively in comparison to Hispanics at 64%; Filipinos 68%; African Americans 58%; and Pacific Islanders 57%. (EMP, Table B, p. 159). Withdrawal rates also reflect moderate to significant differences with Asians having the lowest withdrawal rate at 14%, followed by White, 16%; Filipino, 18%; Hispanic, 19%; Native American, 19%; African American, 19%; and Pacific Islander, 20%. The gaps experienced by both African American and Pacific Islander in relation to course completion and withdrawal rates raise concern.

Note: A request for disaggregating age groups by ethnicity to determine if there are differences in success rates among the groups has been submitted to PRIE.

ESL and Basic Skills Completion

In 2011, 61.5% of new students were placed into at least one basic skills course. Basic skills courses are those whose units are not AA/AS applicable. Approximately one half (52.1%) of new CSM students placed into basic skills math. In comparison, 5.8% of students placed into basic skills English. There were 11.1% of students who placed into reading during this same timeframe. ESL placement reflects a rate of 92.7%. (EMP, p. 129)

During 2011, 1,608 students were enrolled in basic skills courses. The majority of students were enrolled in math, 1013; English 146; Reading, 158; and ESL, 450. In addition, there were 18 students enrolled in Study Skills courses. Student success rates for all courses were 60.3%. By discipline the success rates were: Math, 56.8%; English, 54.8%; Reading, 71.4%; ESL, 63.1%; and Study Skills, 88.9%. (EMP, p. 130)

Overall success rates disaggregated by ethnicity are not readily available for all basic skills courses, however, in the EMP 2012 document there are several examples of CSM Student Success Indicators that track students' progression from basic skills English and Math to degree applicable and up to transfer course levels. The completion rates by

ethnicity vary greatly; however, African Americans most often exhibit the least successful course completion and progression in both math and English. (EMP, 2012, pp. 132-151)

When reviewing ESL course completion rates for the period of Fall 2003 to Fall 2011, Hispanics have the least success. For example, of those students initially enrolling in ESL 400 and eventually progressing to and successfully completing English 110, Hispanics were represented at 15.1%; Others/Unknown, 30.3%; Filipino, 37.5%; White, 37.5%; and Asian, 50.7%. (EMP, p. 139)

Degree and Certificate Completion

Degree and certificate completion rates from Fall 2006 – Summer 2011 also reveal some interesting outcomes when disaggregated by gender, age and ethnicity.

- Women earned more degrees and certificates combined than men by more than a ten percent margin at 54.4% vs. 44.1%.
- A review of degrees awarded finds that women at 55% outperformed men who earned 43% of degrees.
- Certificates awarded reflect similar results with women surpassing men by 9 percentage points, 54% vs. 45%. (EMP, Table A, p. 161)

-Degree and Certificate Completion by Age

Analyses of degree and certificate completion rates by age also result in unexpected outcomes. Of the total 4,233 degrees and certificates awarded from Fall 2006 to Summer 2011,

- 76.6% were earned by students aged 20 – 39 yet only 53% of students fall into this age range.
- In contrast, students 20 and younger comprise 28.5% of all students yet represent only 3.8% of all award earners. Since many students take more than two years to earn a credential, it could be that some of these younger students are later captured in the 20-24 age range. (EMP, Table A, p. 164).
- 38.2% of degrees and certificates are earned by the 20-24 age group. This age group reflects the highest percentage of degree and certificates awarded. (EMP, Table A, p. 164).
- As noted in the EMP, “approximately the same relationship between age and earning awards is found for each award type, i.e., AA Degrees, AS Degrees, Certificates of Achievement, and Certificates of Specialization. (EMP, pp. 163-164)

Further, of the 4,233 degree and certificates awarded from Fall 2006 to Summer 2011, the ethnic distribution of award earners closely approximates the ethnic composition of the total CSM student population (EMP, p. 166).

CSM Degrees and Certificates by Ethnicity Fall 2006 to Summer 2011			CSM Student Ethnicity Fall 2010
African American	156	4.2%	3.7%
Asian	664	14.2	16.1
Filipino	303	6	7.2
Hispanic	830	19.6	19.5
Native American	16	4	0.4
Pacific Islander	92	2.9	2.3
White	1,431	34.1	34.2
Multi Race	3	0.1	7.5
Other/Unknown	738	17.4	9.1

(EMP, Table A, p. 167)

Transfer

As presented in the Educational Master Plan, Information Update 2012, transfer rates are calculations based upon tracking 3-year cohorts of students. The most recent data is for the cohort from 2007 – 2010 in which CSM’s transfer rate was 16.9%. The California State average for this same time frame is 15.2%. As also noted, “With the exception of one year, since transfer rates have been calculated and reported by U.S. Department of Education (1995), CSM’s transfer rate has been consistently above the statewide average, as much as 15 points.” (EMP, p. 188)

While certainly a positive outcome, CSM’s transfers have significantly declined. Over the past 21 years, 1989-90 to 2010-11, CSM’s combined total of UC and CSU transfers has decreased

-43.2%; this decline does not mirror CSM’s total enrollment decline (-26.9%) for the same period.” (EMP, p. 185). In contrast, during this same period, UC increased the total number of California Community college transfers by +95.7%. As well, the CSU increased its statewide transfer population by 24.9%. Further, the number of CSM transfers to UC and CSU has declined -5.9% and -50.7% respectively. (EMP, Fast Facts, p 187)

-Transfers Disaggregated by Ethnicity

Disaggregating CSM transfer data by ethnicity presents some notable differences as presented in the table below. Only 4 African Americans transferred to a CSU or UC in 2001-02 representing a 0.6 percentage rate. Eight years later there is essentially no change. Asians reflect a significant decrease from 2001-02 to 2009-10 resulting in a -7.8% decrease. Filipinos experienced a -3.4% decrease in the same timeframe. Hispanics while maintaining the same transfer numbers in 2001-02 and 2009-10 have a significant increase in percentage, 11.2% to 19.3%. Regardless of a decrease in total transfers for Whites from 167 in 2001-02 to 136 transfers in 2009-10, there is a significant percentage increase from 25.5% to 36.0%. The percentage fluctuations can be attributed to the

substantial decline in actual transfer numbers which decreased from 654 in 2001-02 to 378 in 2009-10, a -57.8% decline. (EMC, Table H, p. 225)

Ethnic Profile of CSM Student Transfers to CSU & UC: 8-Year Perspective

Number of Transfers and Percent of Total

Ethnicity	2001 - 02		2004 - 05		2009 - 10	
African American	4	0.6%	4	0.9%	3	0.8%
Asian	231	35.3	158	33.8	104	27.5
Filipino	39	6.0	26	5.6	10	2.6
Hispanic	73	11.2	53	11.3	73	19.3
White	167	25.5	146	31.3	136	36.0
Other/Unknown	140	21.4	80	7.1	52	13.8
Total	654	100%	467	100%	378	100%

(EMC, Table H, p. 225)

-Transfers by Ethnicity to the CSUs

Disaggregating transfer rates specific to the CSUs and UCs provide the following data for 2001-02 vs. 2009-10. For CSUs in 2001-02, African Americans are represented by 3 transfers or 0.7% with basically no change in 2009-10. Asians experienced a dramatic decrease from 113 transfers or 25.3% to 36 transfers or 14.9%; Filipinos also had a decrease from 31 transfers or 6.9% to 6 transfers or 2.5%; Hispanics reflect an increase from 56 or 12.5% to 60 transfers or 24.8%; Whites went from 128 transfers or 28.6% to 96 transfers or 39.7%; and Other/Unknown went from 116 transfers or 26.0% to 42 transfers or 17.4%. (EMP, Table B, p. 221) Again, the dramatic increase in Hispanic and White transfer percentages are a result of the significant decrease in CSM transfers to CSUs, 447 in 2001-02 decreasing to 242 in 2009-10. (EMP, Table B, p. 221)

-Transfer by Ethnicity to the UCs

The comparable UC transfer rates for the same period of 2001-02 to 2009-10 reflect the following: African American, 1 transfer or 0.5% with no change eight years later. Asian, 118 transfers or 57% vs. 68 or 50%; Filipino, 8 or 3.9% vs 4 or 2.9%; Hispanic 17 or 8.2% vs. 13 or 9.6%; White, 39 or 18.8% vs 40 or 29.4%; and Other/Unknown, 24 or 11.6% vs. 10 or 7.4%. Overall, there was a decrease in CSM transfers to the UCs from 207 transfers in 2001-02 decreasing to 136 transfers in 2009-10, a -65.7% decrease. (EMP, Table E, p. 223).

-Transfers to the CSUs as a Proportion of Student Enrollment

An ethnic comparison of CSM transfers to the CSUs vs. their representative proportion of all CSM students during 2009-10 results in the following disparities. As noted in the table below, African American, Asian, and Filipino ethnic groups reflect a proportional gap while Hispanics and Whites have higher transfer rates than their proportional representation at CSM.

Transfers to the CSUs as a Proportion of Student Enrollment 2009-2010

	Transfer Percent	Percent of CSM Student Population	Gap
African American	0.8%	3.7%	-2.9%
Asian	14.9%	16.1%	-1.2
Filipino	2.5%	7.2%	-4.7
Hispanic	24.8%	19.5%	5.3
White	39.7%	34.2%	5.5

(EMP, p. 218; EMP, Table A, p. 220; EMP, Table J, p. 226)

-Transfers to the UCs

There are similarities and significant differences when reviewing the ethnic distribution of CSM transfers to the UC System for the most recent year, 2009-2010. This comparison reveals the following disparities in the ethnicity of student transfers vs. all CSM students. As presented in the table below, all ethnic groups except Asians have transfer rates to the UCs lower than their proportional CSM representation. In 2009-2010, one African American, 68 Asian, 4 Filipino, 13 Hispanic, and 40 White students transferred to a UC. (EMP, Table E, p. 223). The fact that only one African American transferred to a UC in 2009-10 is cause for concern.

Transfers to the UCs as a Proportion of Student Enrollment 2009-2010

	Transfer Percent	Percent of CSM Student Population	Gap
African American	0.7%	3.7%	-3.0%
Asian	50.0%	16.1%	33.9%
Filipino	2.9%	7.2%	-4.3%
Hispanic	9.6%	19.5%	-9.9%
White	29.4%	34.2%	-4.8%

(EMP p. 219; Table D, p. 222; Table J. p. 226)

Summary of the Findings and Recommendations

-Summary of the Findings

A review and analysis of student data as compiled in the Educational Master Plan, Information Update 2012 provides for significant achievements and important insight to a number of measured student success factors. These include course completion, withdrawal, ESL and basic skills completion, degree and certificate completion, and transfer rates. CSM can be proud of the many students who have successfully completed courses leading to certificates, degrees and have realized transfer opportunities to four-year colleges and universities. However, data analysis also confirms that there are significant achievement gaps in most if not all of the student success factors analyzed in this report. What is most disconcerting is the significant disparities that appear when disaggregating data by gender, age and ethnicity. These disparities are evident and vary by success factor among the three demographic groups. The most glaring and consistent gaps are among ethnic groups and particularly prevalent for African American and

Pacific Islanders. In nearly every assessment category, African Americans experience the least success whether it be course completion, transfer or degrees. Pacific Islanders also exhibit lower success rates but unfortunately data on this group has not been compiled on a number of measures, therefore a full assessment of their success rates is not possible.

-Recommendations

While there are various disparities presented in this report, notably gender, age and ethnicity, the resulting data highlight that African Americans and Pacific Islanders most often exhibit the greatest disparities in the success measures that have been analyzed. African Americans, in particular, stand out as having the greatest disparity in nearly every measure.

CSM has already implemented initiatives targeted to enhancing student success. For example, Writing in the End Zone, which began in 2003, has long supported student success and promoted transfer, but with a narrowly focused mission of serving African-American and Pacific Islander male student-athletes in an English and Football Learning Community. The Learning Center (LC) was opened in spring 2012. The LC is designed to serve all students at CSM with services such as tutoring, a Summer Bridge Program for new students, and providing access to computers. The Puente Program was reinstated in Fall 2012 to primarily support Latino students. This program has a long history of promoting student success with transfer being a primary focus. Still another initiative to promote academic success at CSM is the reconstituted Honors Project. This program provides students and faculty an opportunity to critically engage in a shared intellectual experience. Students participate in scholarly work with their peers and with direct support and guidance from project faculty. Further, math and science faculty are involved with the Reading Apprenticeship project, and a math instructor has developed a supplementary instruction (tutoring) program for basic skills math students that is funded by the Basic Skills Initiative.

As presented above, CSM has invested in its students' academic improvement by developing and implementing programs and services that contribute to enhancing student success. Based on the data analysis in this report which has identified a significant achievement gap for African Americans and Pacific Islanders, DIAG is recommending that CSM consider establishing programs targeted to improving the student success rates of African Americans and Pacific Islanders. The data in this report which in large part mirrors the 2005 Student Equity Report justify the establishment of such programs. However, given the demands and expense of establishing intrusive support programs that are targeted to ensuring student success, DIAG recommends that the African American student population be singled out as the first of the two targeted student populations. This recommendation is made based on the larger representation of African American students at CSM and the disparity in achievement rates as presented in this report. Once a successful program is established, an intrusive student support and success program should be established for Pacific Islanders.

It is critical that the recommendation presented in this report receive timely consideration so that the needs of African Americans and Pacific Islanders can be met and their opportunity for success be enhanced. While it is very likely that without intrusive

support services and other interventions that African American and Pacific Islander students will continue to have access to CSM, it is also very likely that their success rates will continue to lag behind those of other students. Once again, as noted by Vincent Tinto (2008), “Access without effective support is not opportunity.”

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Student Equity Plan



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Fall 2014



San Mateo County Community College District

Skyline College

Student Equity Plan

November 14, 2014

SKYLINE COLLEGE STUDENT EQUITY PLAN

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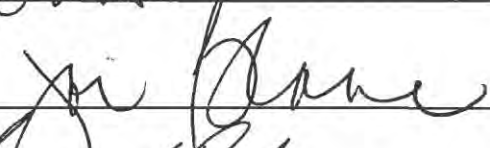
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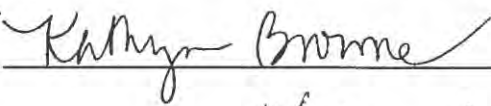
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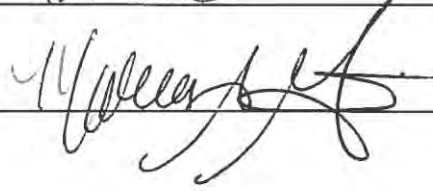
District: San Mateo Community College District **Date Approved by Board of Trustees:** November 24, 2014

College President:  _____
Dr. Regina Stanback Stroud

Vice President of Student Services:  _____
Dr. Joi Lin Blake

Vice President of Instruction:  _____
Dr. Sarah Perkins

Academic Senate President:  _____
Kathryn Browne

Student Equity Coordinator/Contact Person:  _____
Dr. Angélica Garcia, Dean of Counseling

Executive Summary



“The Skyline College Comprehensive Diversity Framework both begins and ends with the firm conviction that educational access is both a right and one of the greatest hopes for humankind.”

Dr. Regina Stanback Stroud
Comprehensive Diversity Framework for Realizing Equity and Excellence, Fall 2013

Executive Summary

The following provides the background on the impetus for the Student Equity Plan for Skyline College.

Since 2012, the Student Success Act has served as the impetus to review and update the student equity planning process. In December of 2012, the Chancellor's Office convened a Student Equity Workgroup, made up of representatives of community college stakeholders across the state with members from the Academic Senate for the CCCs, Career Technical Education, Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, Equity Coordinators, Researchers, and the Student Senate for the CCCs. The Workgroup was responsible for reviewing and updating the student equity planning process in light of the new student success legislation and Title 5 regulations. SB 1456 requires colleges to coordinate the development of the Student Success and Support Program (SSSP) Plan with the Student Equity Plan to ensure that each college has identified strategies to address and monitor equity issues as well as attempt to mitigate any disproportionate impact on student access and achievement. Colleges were further required to coordinate interventions or services to students at risk of academic progress or probation (Title 5, §55100). ... Doing so, will help colleges adopt an institution-wide, holistic approach to planning, budgeting, and delivery of instruction and services to support equity in student access and success. The plan is required for American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. (Title 5, §54220). The student equity plan contains student success indicators (metrics) as they relate to the Board of Governors policy on student equity implementation for each college. In addition, recent revisions to the California Education Code (Sec. 78216) resulting from passage of the Student Success Act (SB 1456) requires that college Student Success and Support Program plans be coordinated with college Student Equity plans. (From: Memorandum, March 11, 2014, California Community Colleges, Chancellor's Office, Linda Michalowski, Vice Chancellor, Student Services and Special Programs Division)

The Student Equity Plan follows a robust period of intensive work at Skyline College beginning in 2005 to address issues of diversity and equity in the pursuit of institutional effectiveness. This work resulted in the development of our **Comprehensive Diversity Framework** (See Appendix A). After completing a campus wide, comprehensive, and community informed process over the course of two years, our Comprehensive Diversity Framework aligns directly with our current Student Equity Plan. Our understandings of student success, access, equity, and diversity—among others—have grown more nuanced and intersectional, as have our strategies and tools for inquiry and for achieving our vision.

The students first philosophy that drives the Mission-Vision-Values and Goals of the College is deeply grounded in a “strengths framework” that understands diversity as value added rather than something to be “overcome” or “transcended” and as a necessary starting point rather than the entire goal. In order to create an equitable and rigorous educational environment, the value of diversity must go beyond celebration and be embedded in policy and practice, be reflected throughout the institution, and address equitable impact as well as intent.

The current Student Equity Plan process called on us to conduct Campus-Based Research in the five success indicators: A) Access, B) Course Completion, C) ESL/Basic Skills Completion, D)

Certificates and Degrees Awarded, and E) Transfer. Conducting campus-based research in these areas has refocused our efforts to address the disproportionate impact that some of our student groups experience in their education. The identified goals in each success indicator are data driven and the activities listed include the comprehensive input from faculty, staff, and students.

Access

GOAL A.1. Skyline College will achieve proportional population representation at the 80% index across all races/ethnicities by the 2017-2018 academic year. Skyline College will continue to increase access for all ethnicities, but will develop targeted activities for the disproportionately impacted groups, African American and Latino students.

GOAL A.2. Increase foster youth student population by 20% by the 2017-2018 academic year.

Course Completion

GOAL B.1. To increase success rates in credit courses at the 80% index or higher for the disproportionately impacted students who identify as African American, Pacific Islander, or Latino.

GOAL B.2. To increase the rates of course completion for students on academic probation and dismissal to the 80% index or higher.

ESOL/Basic Skills Completion

GOAL C.1. Increase the number of Basic Skills students who succeed through Transfer-level English 100 to the 80% index or higher.

GOAL C.2. Increase the percentage of basic skills students who progress and complete the next level in the math sequence successfully at the 80% index or higher.

GOAL C.3. Increase the percentage of ESOL 830 and 840 students who complete ESOL 400 successfully at the 80% index or higher.

Degree and Certificate Completion

GOAL D.1. Increase certificate and degree completion among disproportionately impacted student populations to the 80% index or higher.

Transfer

GOAL E.1. Increase the number of disproportionately impacted students that transfer to four-year institutions at the 80% index or higher

GOAL E.2. Develop a data informed tracking system for a student equity transfer model.

Skyline College's equity plan includes the implementation of activities that range from direct student support, such as instruction, tutoring, workshops, and counseling, as well as professional development activities that are specific to faculty and staff. There is significant planning to provide

professional development opportunities for faculty and staff as needed in each success indicator. These professional development opportunities will be directed by the Center for Transformative Teaching and Learning (CTTL) faculty and staff and will be made available to all full- and part-time faculty and staff, as well as for those working in the evenings or in the distance education programs. Additionally, while the equity plan addresses the disproportionate impact among students in the success indicators, Skyline College will continue to sustain the academic instruction and support services provided through those departments and programs that are not specifically geared towards certificate, degree, or transfer completion, as there are many students attending Skyline College for personal enrichment.

Upon evaluation, Skyline College will be able to measure our success by ensuring that diversity and equity at all levels of the institution reflects Skyline College's mission-vision-values, and strategic goals and priorities, enriches curricular content and pedagogical approaches, deepens critical thinking, enhances cultural fluency, strengthens campus community, and increases student success. (Skyline College, Comprehensive Diversity Framework, p. 5). This plan underscores the College's commitment to student equity and responds to the economic and intellectual development of all communities served.

The contact person for the Student Equity Plan is Dr. Angélica Garcia, Dean of Counseling/Advising and Matriculation.

Campus-Based Research



Campus-Based Research (CBR)

Skyline College has a strong foundation of Campus-Based Research (CBR) to support student equity. Equitable outcomes with regard to access, student learning, success, and achievement have long been a focus of Skyline College, its faculty, administration, and staff. In general, the CBR included in this Student Equity Plan reinforces the need for continued action to address issues of equity. Disproportionate impact is evidenced for each of the five areas of Access, Course Completion, ESOL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. Although groups that appear to be disproportionately impacted vary across the five areas, our CBR shows that new and continued activities and resources must be directed to address those who are impacted.

The CBR included in the plan is considered the first step in addressing issues of student equity. Where disproportionate impact is identified in each section below, additional inquiry and analysis will be needed to inform the specific activities that are implemented to address that impact. Further disaggregation of data, the incorporation of qualitative approaches to understanding current barriers, and targeted evaluation of specific activities are planned as part of a comprehensive approach to addressing the identified gaps in student equity. As a clearer understanding is achieved, activities will be targeted and refined, and additional activities will be developed and implemented.

Each section below begins with a description of the CBR that informed the development of the plan, the criteria used to identify disproportionate impact, and the areas that demand greater attention based on that identified impact.

When an option presents, this plan will use the term “Latino” instead of the term, “Hispanic.”

CAMPUS-BASED RESEARCH (CBR)

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Overview

Central to the mission of the community college system is providing open access to higher education. Skyline College is committed to providing this access to the communities it serves. Based on both the CBR presented below and the criteria described to determine disproportionate impact, there are two primary groups that are underrepresented at Skyline College based on the surrounding community's characteristics: Latino and White, non-Latino students. Common throughout contemporary higher education, the underrepresentation of Latino students demands greater focus, attention, and efforts. Our CBR revealed a surprising finding which is the underrepresentation of White, non-Latino students. The reasons for this are potentially varied and as of yet undetermined. Areas for further exploration include the impact of lower socioeconomic status on Access, as well as alternative attendance at 4-year institutions of higher learning, both of which could be impacting the data on Access for White students, as well as others.

Data Included:

- Table A1: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, Fall 2012 – Spring 2013
- Table A2: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, Fall 2012 – Spring 2013
- Table A3: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Age, Fall 2012 – Spring 2013
- Table A4: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, Fall 2012 – Spring 2013
- Table A5: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, Fall 2012 – Spring 2013

Key Findings:

- The proportional enrollment of all San Mateo County residents enrolling at Skyline is presented in Tables 1-5. In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the following populations are analyzed:
 1. Ethnicity
 2. Gender
 3. Age
 4. Disability status
 5. Low income economic status
 6. Veterans
 7. Foster Youth
- The key reference indicator for access is the "P Index", where a value of 1.00 = identical proportionality (See Appendix B). That is, if a specific population comprised 10.0% of all San Mateo County residents and that same population comprised 10.0% of all Skyline students, the P Index would = 1.00. In other words, the proportions of that population is equal. Any value less than 1.00

indicates that a specific San Mateo County population is under-represented in Skyline’s student body. Conversely, any value greater than 1.00 indicates that a group is over-represented.

- The proportionality metric is not intended to specify at which point a proportionality index should be considered as a “disproportionate impact.” The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will be informed by the Skyline Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.
- For example, the age data presented in Table 3 reveals varying degrees of both under- and over-representation for various age categories. These range from a P Index = 6.36 for Skyline students aged 20 – 24 to a P Index = 0.12 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of Skyline’s programs, services, and the larger college participation rates of these 2 groups.
- Based on this methodology, both Latino and African American residents are seen as underrepresented among the student body at Skyline College.

Table A1: Access by race/ethnicity

	San Mateo County Residents		Skyline College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	611,022		9,969		
African American	16,070	2.6%	235	2.4%	0.91
American Indian/ Alaskan Native	1,003	0.2%	16	0.2%	0.80
Asian	165,048	27.0%	3,298	33.1%	1.23
Hispanic	142,187	23.3%	1,999	20.1%	0.86
Multi races	14,661	2.4%	1,815	18.2%	7.59
Pacific Islander	8,317	1.4%	166	1.7%	1.19
White	263,736	43.2%	2,166	21.7%	0.50
Other	N/A	N/A	N/A	0.0%	--
Unknown	N/A	N/A	274	2.7%	--

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database (2012/13).

Table A2: Access by Gender

	San Mateo County Residents		Skyline College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	611,022		9,969		
Male	298,662	48.9%	4481	44.9%	0.92
Female	312,360	51.1%	5271	52.9%	1.03
Unrecorded	N/A	N/A	217	2.2%	--

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database (2013/14).

Table A3: Access by Age

	San Mateo County Residents		Skyline College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	611,022		9,969		
15 to 19 years	40,913	6.7%	2132	21.4%	3.19
20 to 24 years	41,625	6.8%	3891	39.0%	5.73
25 to 29 years	49,603	8.1%	1424	14.3%	1.76
30 to 39 years	108,606	17.8%	1,183	11.9%	0.67
40 to 49 years	111,108	18.2%	609	6.1%	0.34
50 to 59 years	107,454	17.6%	447	4.5%	0.25
60 years or older	151,713	24.8%	283	2.8%	0.11

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database (2013/14).

Table A4: Access by Disability Status

	San Mateo County Residents			Skyline College Students Residing in San Mateo County			P index
	Total	With a disability	Percent with a disability	Total	With a disability	Percent with a disability	
Total				9969			
Persons under 18 years	N/A	N/A	N/A	457	6	1.3%	N/A
Persons 18 to 64 years	461,948	23,394	5.1%	9,376	610	6.5%	1.28
Persons 65 years and over	94,802	28,751	30.3%	136	29	21.3%	0.70

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table S1810: Disability Characteristics; SMCCCD Student Database (2013/14).

Table A5: Access by Income Level

	San Mateo County Low Income Residents			Skyline College Low Income Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Persons 18 to 64 years	461,331	56,852	12.3%	9,969	4,349	43.6%	3.54
Persons 65 years and over	94,802	12,774	13.5%	183	22	12.0%	0.89

Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table B17024: Age by Ratio of Income to Poverty; SMCCCD Student Database, Financial Aid Awards (2013/14).

Table A6: Access by Veteran Status

	San Mateo County Veterans Residents			Skyline College Veteran Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Veterans (2008 - 2012)	611,022	33,337	5.5%	9,969	204	2.0%	0.38

Sources: U.S. Census Bureau, State & county QuickFacts (<http://quickfacts.census.gov/qfd/states/06/06081.html>); SMCCCD Student Database (2013/14)

Table A7: Access by Foster Youth Status

	San Mateo County Foster Youth Residents			Skyline College Foster Youth Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Foster Youth	44,937	130	0.3%	9,969	91	0.9%	3.16

Sources: Lucille Parkard Foundation for Children's Health, kidsdata.org; State of California Department of Finance, Report P-3 State and County Population Projections by Race/ Ethnicity, Detailed Age, and Gender, 2010 - 2060; SMCCCD Student Database (2013/14)

CAMPUS-BASED RESEARCH

B. COURSE COMPLETION. 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.

Overview

Successful course completion continues to be an area of focus for Skyline College as part of its commitment to student success. The CBR presented below and the criteria described to determine disproportionate impact highlight the relatively low success rate of Pacific Islander students, those ages 20-24, and Foster Youth. Additionally, the successful course completion rates for Latino students are < 60% and demand attention, regardless of exceeding the 80% Index threshold.

Data Included:

- Table 1: Successful Course Completion, Fall 2013 – Spring 2014

Key Findings:

- Table 1 displays successful course completion rates of Skyline students enrolled in Fall 2013 and Spring 2014, combined. Successful course completion = earning a grade of A, B, C, P, or CR. The data presented are counts of all courses attempted/completed—not student headcount.
- The 80% Index data column highlights the extent to which various populations’ successful course completion rates are within or outside of the 80% standard (See Appendix A for definition).

Table B1: Course completion by population group

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion		80% Index
				Count	Rate	
Ethnicity	African American	552	2,131	1,080	50.7%	71.7%
	American Indian/Alaskan Native	23	103	67	65.0%	92.0%
	Asian	2,650	9,910	6,999	70.6%	99.9%
	Filipino	2,373	10,279	6,861	66.7%	94.4%
	Hispanic	2,672	10,497	6,187	58.9%	83.4%
	Multi Races	2,546	10,329	6,453	62.5%	88.4%
	Pacific Islander	218	811	438	54.0%	76.4%
	<i>White</i>	<i>3,147</i>	<i>10,261</i>	<i>7,253</i>	<i>70.7%</i>	<i>100%</i>
	Unknown	424	1,323	915	69.2%	97.8%
	Total	14,605	55,644	36,253	65.2%	92.2%
Gender	<i>Female</i>	<i>7,547</i>	<i>28,620</i>	<i>18,765</i>	<i>65.6%</i>	<i>100%</i>
	Male	6,707	26,009	16,798	64.6%	98.5%
	Not recorded	351	1,015	690	68.0%	103.7%
	Total	14,605	55,644	36,253	65.2%	99.4%

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion		80% Index
				Count	Rate	
Age	Younger than 20	2,799	13,263	8,735	65.9%	82.2%
	20 – 24	2,680	24,135	15,224	63.1%	78.8%
	25 – 29	2,332	7,432	4,805	64.7%	80.7%
	30 – 39	1,828	5,455	3,634	66.6%	83.2%
	40 – 49	916	2,610	1,818	69.7%	87.0%
	50 – 59	643	1,736	1,236	71.2%	88.9%
	60 and older	396	959	768	80.1%	100%
	Not recorded	11	54	33	61.1%	76.3%
	Total	14,605	55,644	36,253	65.2%	81.4%
Disability Status	Receives DSPS services	817	3,680	2,367	64.3%	98.6%
	<i>No DSPS services</i>	<i>13,788</i>	<i>51,964</i>	<i>33,886</i>	<i>65.2%</i>	<i>100%</i>
	Total	14,605	55,644	36,253	65.2%	99.9%
Economic Status	Low income student	5,808	26,597	16,427	61.8%	90.5%
	<i>Not low income</i>	<i>8,797</i>	<i>29,047</i>	<i>19,826</i>	<i>68.3%</i>	<i>100%</i>
	Total	14,605	55,644	36,253	65.2%	95.5%
Probation 1 Status	On probation 1 status	1,255	4,150	933	22.5%	32.8%
	<i>Not on probation 1 status</i>	<i>13,350</i>	<i>51,494</i>	<i>35,320</i>	<i>68.6%</i>	<i>100%</i>
	Total	14,605	55,644	36,253	65.2%	95.0%
Probation 2 Status	On probation 2 status	823	2,418	752	31.1%	46.6%
	<i>Not on probation 2 status</i>	<i>13,782</i>	<i>53,226</i>	<i>35,501</i>	<i>66.7%</i>	<i>100%</i>
	Total	14,605	55,644	36,253	65.2%	97.7%
Dismissal Status	On dismissal status	768	2,046	469	22.9%	34.3%
	<i>Not on dismissal status</i>	<i>13,837</i>	<i>53,598</i>	<i>35,784</i>	<i>66.8%</i>	<i>100%</i>
	Total	14,605	55,644	36,253	65.2%	97.6%
Veteran Status	<i>Veteran</i>	<i>328</i>	<i>1,227</i>	<i>858</i>	<i>69.9%</i>	<i>100.0%</i>
	<i>Not a Veteran</i>	<i>14,277</i>	<i>54,417</i>	<i>35,395</i>	<i>65.0%</i>	<i>93.0%</i>
	Total	14,605	55,644	36,253	65.2%	93.2%
Foster Youth Status	Foster Youth	138	654	336	51.4%	78.7%
	<i>Not Foster Youth</i>	<i>14,467</i>	<i>54,990</i>	<i>35,917</i>	<i>65.3%</i>	<i>100%</i>
	Total	14,605	55,644	36,253	65.2%	100%

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *red*.

Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

CAMPUS-BASED RESEARCH

C. ESOL 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 compared to the number of those students who complete such a final course.

Overview

The successful completion of English Speakers of Other Languages (ESOL) and Basic Skills course sequences, more commonly known as successful progression, is a critical area with regard to student equity. The CBR below suggests that African American, Filipino, and Latino students are not progressing, disproportionate to the highest performing group. However, the lack of successful progression rates for all groups and types of students are viewed as troubling, and therefore in need of attention. As efforts and resources are dedicated to addressing the low success rates of all groups, attention on equity of outcomes will be maintained.

Data Included:

1. ENGL 846 Student Progression to ENGL 100, 2011/12 – 2013/14
2. MATH 120, 122, 190 Student Progression to MATH 130 or 200, 2011/12 – 2013/14
(does not include data for student progression into MATH 241, 201, or PSYC 171)
3. ESOL 840, or 864 Student Progression to ESL 400, 2011/12 – 2013/14

Key Findings:

- The data presented in Tables C1-C3 tracks the progression of students who initially enroll in specified 'target' coursework during Academic Year 2011-12 (Summer-Fall-Spring) and who subsequently enroll in specified higher level coursework within the discipline (e.g., ENGL 846 ► ENGL 100). All course outcomes are tracked through Spring 2014.

Table C1: English completion by population group

	Enrolled in ENGL 846 (unduplicated)	Successful Course Completion		Enrolled in ENGL 100	Progressed to and successfully completed ENGL 100		80% Index	
		Count	Rate		Count	Row N %		
Ethnicity	African American	159	93	58.5%	71	51	32.1%	67.9%
	American Indian/Alaskan Native	5	2	40.0%	2	2	40.0%	84.7%
	Asian	455	359	78.9%	259	215	47.3%	100.0%
	Filipino	744	562	75.5%	407	305	41.0%	86.8%
	Hispanic	746	516	69.2%	344	252	33.8%	71.5%
	Multi Races	664	461	69.4%	322	240	36.1%	76.5%
	Pacific Islander	63	44	69.8%	33	23	36.5%	77.3%
	White	400	300	75.0%	211	167	41.8%	88.4%
	Unknown	43	37	86.0%	30	22	51.2%	108.3%
	Total	3,279	2,374	72.4%	1679	1277	38.9%	82.4%
Gender	<i>Female</i>	<i>1581</i>	<i>1184</i>	<i>74.9%</i>	<i>847</i>	<i>660</i>	<i>41.7%</i>	<i>100%</i>
	Male	1660	1170	70.5%	818	606	36.5%	87.4%
	Not recorded	38	20	52.6%	14	10	26.3%	63.0%
	Total	3,279	2,374	72.4%	1679	1276	38.9%	93.2%
Age	Younger than 20	1706	1326	77.7%	777	638	37.4%	87.7%
	20 – 24	1067	684	64.1%	645	455	42.6%	100%
	25 – 29	269	198	73.6%	141	100	37.2%	87.2%
	30 – 39	153	108	70.6%	83	60	39.2%	92.0%
	40 – 49	57	39	68.4%	27	19	33.3%	78.2%
	50 – 59	21	15	71.4%	4	4	19.0%	44.7%
	60 and older	5	3	60.0%	1	1	20.0%	46.9%
	Unknown	1	1	100.0%	1	0	0.0%	0%
Total	3,279	2,374	72.4%	1679	1277	38.9%	91.3%	

		Enrolled in ENGL 846 (unduplicated)	Successful Course Completion		Enrolled in ENGL 100	Progressed to and successfully completed ENGL 100		80% Index
			Count	Rate		Count	Row N %	
Disability Status	Receives DSPS services	226	158	69.9%	111	78	34.5%	87.9%
	<i>No DSPS services</i>	3,053	2216	72.6%	1568	1199	39.3%	100%
	Total	3,279	2,374	72.4%	1679	1277	38.9%	99.2%
Economic Status	<i>Low income student</i>	1733	1260	72.7%	947	700	40.4%	100%
	Not low income	1546	1114	72.1%	732	577	37.3%	92.4%
	Total	3,279	2,374	72.4%	1679	1277	38.9%	96.4%
Probation 1 Status	On probation 1 status	428	121	28.3%	99	25	5.8%	13.3%
	<i>Not on probation 1 status</i>	2,851	2253	79.0%	1580	1252	43.9%	100%
	Total	3,279	2374	72.4%	1679	1277	38.9%	88.7%
Probation 2 Status	On probation 2 status	193	89	46.1%	88	41	21.2%	53.0%
	<i>Not on probation 2 status</i>	3,086	2285	74.0%	1591	1236	40.1%	100%
	Total	3,279	2374	72.4%	1679	1277	38.9%	97.2%
Dismissal Status	On dismissal status	163	48	29.4%	61	16	9.8%	24.3%
	<i>Not on dismissal status</i>	3,116	2326	74.6%	1618	1261	40.5%	100%
	Total	3,279	2374	72.4%	1679	1277	38.9%	96.2%
Veteran Status	Veteran	58	40	69.0%	18	12	20.7%	52.7%
	<i>Not a veteran</i>	3,221	2334	72.5%	1661	1265	39.3%	100%
	Total	3,279	2374	72.4%	1679	1277	38.9%	99.2%
Foster Youth Status	Foster Youth	33	14	42.4%	8	6	18.2%	46.4%
	<i>Not Foster Youth</i>	3,246	2360	72.7%	1671	1271	39.2%	100%
	Total	3,279	2374	72.4%	1679	1277	38.9%	99.5%

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *red*.

Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Source: SMCCCD Student Database (2011/12 through 2013/14)

Table C2a: MATH 120 completion by population group

		Enrolled in MATH 120 (unduplicated)	Successful Course Completion		Enrolled in MATH 130 or 200	Progressed to and successfully completed MATH 130 or 200		80% Index
			Count	Rate		Count	Row N %	
Ethnicity	African American	117	60	51.3%	46	34	29.1%	90.1%
	American Indian/Alaskan Native	4	2	50.0%	1	1	25.0%	77.5%
	Asian	518	384	74.1%	225	167	32.2%	100.0%
	Filipino	723	508	70.3%	265	175	24.2%	75.1%
	Hispanic	657	416	63.3%	231	146	22.2%	68.9%
	Multi Races	639	415	64.9%	226	137	21.4%	66.5%
	Pacific Islander	54	34	63.0%	22	12	22.2%	68.9%
	White	569	368	64.7%	166	120	21.1%	65%
	Unknown	82	45	54.9%	21	15	18.3%	56.7%
	Total	3,363	2232	66.4%	1203	807	24.0%	74.4%
Gender	Female	1700	1125	66.2%	588	384	22.6%	88.4%
	Male	1620	1077	66.5%	606	414	25.6%	100.0%
	Not recorded	43	30	69.8%	9	9	20.9%	81.9%
	Total	3,363	2232	66.4%	1203	807	24.0%	93.9%
Age	Younger than 20	1279	966	75.5%	414	299	23.4%	86.6%
	20 - 24	1319	771	58.5%	569	356	27.0%	100%
	25 - 29	399	248	62.2%	119	81	20.3%	75.2%
	30 - 39	234	158	67.5%	72	48	20.5%	76.0%
	40 - 49	95	64	67.4%	21	16	16.8%	62.4%
	50 - 59	28	18	64.3%	6	5	17.9%	66.2%
	60 and older	6	4	66.7%	1	1	16.7%	61.8%
	Unknown	3	3	100.0%	1	1	33.3%	124%
	Total	3,363	2232	66.4%	1203	807	24.0%	88.9%

		Enrolled in MATH 120 (unduplicated)	Successful Course Completion		Enrolled in MATH 130 or 200	Progressed to and successfully completed MATH 130 or 200		80% Index
			Count	Rate		Count	Row N %	
Disability Status	Receives DSPS services	153	92	60.1%	46	19	12.4%	77.3%
	No DSPS services	3,210	2140	66.7%	1157	516	16.1%	100%
	Total	3,363	2232	66.4%	1203	535	15.9%	99.0%
Economic Status	Low income student	1763	1154	65.5%	668	427	24.2%	100.0%
	Not low income	1600	1078	67.4%	535	380	23.8%	98.1%
	Total	3,363	2232	66.4%	1203	807	24.0%	99.1%
Probation 1 Status	On probation 1 status	212	36	17.0%	35	2	0.9%	3.7%
	Not on probation 1 status	3,151	2196	69.7%	1168	805	25.5%	100%
	Total	3,363	2232	66.4%	1203	807	24.0%	93.9%
Probation 2 Status	On probation 2 status	189	46	24.3%	27	10	5.3%	21.1%
	Not on probation 2 status	3,174	2186	68.9%	1176	797	25.1%	100%
	Total	3,363	2232	66.4%	1203	807	24.0%	95.6%
Dismissal Status	On dismissal status	153	26	17.0%	25	3	2.0%	7.8%
	Not on dismissal status	3,210	2206	68.7%	1178	804	25.0%	100%
	Total	3,363	2232	66.4%	1203	807	24.0%	95.8%
Veteran Status	Veteran	65	9	13.8%	23	17	26.2%	100.0%
	Not a veteran	3,298	2223	67.4%	1180	790	24.0%	91.6%
	Total	3,363	2232	66.4%	1203	807	24.0%	91.8%
Foster Youth Status	Foster Youth	19	10	52.6%	7	3	15.8%	65.7%
	Not Foster Youth	3,344	2222	66.4%	1196	804	24.0%	100%
	Total	3,363	2232	66.4%	1203	807	24.0%	99.8%

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *red*.

Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Source: SMCCCD Student Database (2011/12 through 2013/14)

Table C3a: ESOL 840 completion by population group

	Enrolled in ESOL 840 (unduplicated)	Successful Course Completion		Enrolled in ESOL 400	Progressed to and successfully completed ESOL 400		80% Index	
		Count	Rate		Count	Row N %		
Ethnicity	African American	4	3	75.0%	3	3	75.0%	156%
	Asian	223	177	79.4%	135	107	48.0%	100.0%
	Filipino	18	15	83.3%	7	6	33.3%	69.5%
	Hispanic	62	39	62.9%	30	20	32.3%	67.2%
	Multi Races	23	20	87.0%	11	5	21.7%	45.3%
	Pacific Islander	2	2	100.0%	0	0	0.0%	0.0%
	White	40	30	75.0%	19	15	37.5%	78.2%
	Not declared	13	13	100.0%	10	7	53.8%	112.2%
Total	385	299	77.7%	215	163	42.3%	88.2%	
Gender	Female	200	171	85.5%	121	101	50.5%	100%
	Male	181	126	69.6%	93	61	33.7%	66.7%
	Not declared	4	2	50.0%	1	1	25.0%	49.5%
	Total	385	299	77.7%	215	163	42.3%	83.8%
Age	Younger than 20	74	61	82.4%	31	26	35.1%	73.2%
	20 - 24	152	116	76.3%	96	73	48.0%	100.0%
	25 - 29	53	38	71.7%	31	21	39.6%	82.5%
	30 - 39	56	47	83.9%	31	25	44.6%	93.0%
	40 - 49	26	20	76.9%	14	10	38.5%	80.1%
	50 - 59	18	13	72.2%	9	6	33.3%	69.4%
	60 and older	5	3	60.0%	3	2	40.0%	83.3%
	Not declared	1	1	100.0%	0	0	0.0%	0%
Total	385	299	77.7%	215	163	42.3%	88.2%	

		Enrolled in ESOL 840 (unduplicated)	Successful Course Completion		Enrolled in ESOL 400	Progressed to and successfully completed ESOL 400		80% Index
			Count	Rate		Count	Row N %	
Disability Status	Receives DSPS services	7	5	71.4%	4	2	28.6%	67.1%
	<i>No DSPS services</i>	378	294	77.8%	211	161	42.6%	100%
	Total	385	299	77.7%	215	163	42.3%	99.4%
Economic Status	<i>Low income student</i>	250	199	79.6%	148	106	42.4%	100.0%
	Not low income	135	100	74.1%	67	57	42.2%	100%
	Total	385	299	77.7%	215	163	42.3%	99.9%
Probation 1 Status	On probation 1 status	27	7	25.9%	10	1	3.7%	8.2%
	<i>Not on probation 1 status</i>	358	292	81.6%	205	162	45.3%	100%
	Total	385	299	77.7%	215	163	42.3%	93.6%
Probation 2 Status	On probation 2 status	16	8	50.0%	5	1	6.3%	14.2%
	<i>Not on probation 2 status</i>	369	291	78.9%	210	162	43.9%	100%
	Total	385	299	77.7%	215	163	42.3%	96.4%
Dismissal Status	On dismissal status	8	1	12.5%	6	1	12.5%	29.1%
	<i>Not on dismissal status</i>	377	298	79.0%	209	162	43.0%	100%
	Total	385	299	77.7%	215	163	42.3%	98.5%
Veteran Status	<i>Veteran</i>	6	5	83.3%	5	3	50.0%	100.0%
	Not a veteran	379	294	77.6%	210	160	42.2%	84.4%
	Total	385	299	77.7%	215	163	42.3%	84.7%
Foster Youth Status	Foster Youth	13	11	84.6%	7	5	38.5%	90.6%
	<i>Not Foster Youth</i>	372	288	77.4%	208	158	42.5%	100%
	Total	385	299	77.7%	215	163	42.3%	99.7%

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *red*.

Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Source: SMCCCD Student Database (2011/12 through 2013/14)

Table C3b: ESOL 864 & 874 completion by population group

	Enrolled in ESOL 864 & 874 (unduplicated)	Successful Course Completion		Enrolled in ESOL 400	Progressed to and successfully completed ESOL 400		80% Index	
		Count	Rate		Count	Row N %		
Ethnicity	African American	1	1	100.0%	1	1	100.0%	228%
	Asian	57	48	84.2%	30	25	43.9%	100.0%
	Filipino	5	3	60.0%	2	1	20.0%	45.6%
	Hispanic	27	12	44.4%	8	7	25.9%	59.1%
	Multi Races	8	5	62.5%	5	3	37.5%	85.5%
	White	20	11	55.0%	9	7	35.0%	79.8%
	Unknown	5	2	40.0%	3	2	40.0%	91.2%
	Total	123	82	66.7%	58	46	37.4%	85.3%
Gender	Female	64	48	75.0%	31	26	40.6%	100%
	Male	55	32	58.2%	25	19	34.5%	85.0%
	Not recorded	4	2	50.0%	2	1	25.0%	61.5%
	Total	123	82	66.7%	58	46	37.4%	92.1%
Age	Younger than 20	9	7	77.8%	2	2	22.2%	41.7%
	20 - 24	32	22	68.8%	16	12	37.5%	70.3%
	25 - 29	32	23	71.9%	16	15	46.9%	87.9%
	30 - 39	24	14	58.3%	9	6	25.0%	46.9%
	40 - 49	15	12	80.0%	10	8	53.3%	100.0%
	50 - 59	8	3	37.5%	3	2	25.0%	46.9%
	60 and older	3	1	33.3%	2	1	33.3%	62.5%
	Total	123	82	66.7%	58	46	37.4%	70.1%
Disability Status	Receives DSPS services	0	0	0.0%	0	0	N/A	N/A
	No DSPS services	123	82	66.7%	58	46	37.4%	100%
	Total	123	82	66.7%	58	46	37.4%	100%

		Enrolled in ESOL 864 & 874 (unduplicated)	Successful Course Completion		Enrolled in ESOL 400	Progressed to and successfully completed ESOL 400		80% Index
			Count	Rate		Count	Row N %	
Economic Status	<i>Low income student</i>	73	44	60.3%	38	29	39.7%	100%
	Not low income	50	38	76.0%	20	17	34.0%	85.6%
	Total	123	82	66.7%	58	46	37.4%	94.1%
Probation 1 Status	On probation 1 status	13	3	23.1%	3	0	0.0%	0.0%
	<i>Not on probation 1 status</i>	110	79	71.8%	55	46	41.8%	100%
	Total	123	82	66.7%	58	46	37.4%	89.4%
Probation 2 Status	On probation 2 status	6	1	16.7%	2	1	16.7%	43.3%
	<i>Not on probation 2 status</i>	117	81	69.2%	56	45	38.5%	100%
	Total	123	82	66.7%	58	46	37.4%	97.2%
Dismissal Status	On dismissal status	4	0	0.0%	2	1	25.0%	66.1%
	<i>Not on dismissal status</i>	119	82	68.9%	56	45	37.8%	100%
	Total	123	82	66.7%	58	46	37.4%	98.9%
Veteran Status	Veteran	0	0	N/A	0	0	N/A	N/A
	<i>Not a veteran</i>	123	82	66.7%	58	46	37.4%	100.0%
	Total	123	82	66.7%	58	46	37.4%	100.0%
Foster Youth Status	Foster Youth	6	5	83.3%	1	1	16.7%	43.3%
	<i>Not Foster Youth</i>	117	77	65.8%	57	45	38.5%	100%
	Total	123	82	66.7%	58	46	37.4%	97.2%

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *red*.

Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Source: SMCCCD Student Database (2011/12 through 2013/14)

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Overview

Student Achievement in the form of Degree and Certificate Completion is the focus of several initiatives at the federal, state, and local levels of higher education. Skyline College is committed to helping students achieve their goals of completing an associate's degree or obtaining career and technical certification. The CBR data presented below identifies students who experience academic probation and dismissal status as being most at-risk for not completing their degree or certificate. While intuitive, it nonetheless demands that attention be devoted to identifying successful interventions for those students. Skyline College seeks to increase degree and certificate attainment across the institution by removing barriers to success. The rates of achievement for students who self-identify as degree and/or certificate seeking suggest that action is needed in this area.

Data Included:

- Table D1: Degree and Certificate Completion of Degree-Seeking Students, Fall 2011 – Spring 2014

Key Findings:

- The data presented in Table D1 track students who both met with counselors for Student Education Plan (SEP) reasons during AY2011-12 (Summer-Fall-Spring) and indicated an educational goal of obtaining an Associate Degree or Certificate, and reports on the rate at which those students subsequently earned any Degree or Certificate through Spring 2014. Both Certificates of Achievement and Certificates of Specialization are counted.
- Based on this data and the consideration of the Student Equity team, African American students have been identified as experiencing a disproportionate impact.

Table D1: Degree and Certificate by population group

		Degree or Certificate Seeking	Earned a Degree or Certificate		80% Index
			Count	Rate	
Ethnicity	African American	255	51	20.0%	81.3%
	American Indian/Alaskan Native	12	3	25.0%	101.6%
	Asian	1,101	249	22.6%	91.9%
	<i>Filipino</i>	<i>1,114</i>	<i>274</i>	<i>24.6%</i>	<i>100.0%</i>
	Hispanic	1,253	283	22.6%	91.8%
	Multi Races	583	108	18.5%	75.3%
	Pacific Islander	125	36	28.8%	117.1%
	White	1,111	232	20.9%	84.9%
	Unknown	372	98	26.3%	107.1%
	Total	5,926	1,334	22.5%	91.5%
Gender	<i>Female</i>	<i>3,077</i>	<i>704</i>	<i>22.9%</i>	<i>100.0%</i>
	Male	2,739	603	22.0%	96.2%
	Not recorded	110	27	24.5%	107.3%
	Total	5,926	1,334	22.5%	98.4%
Age	Younger than 20	1,177	205	17.4%	66.9%
	20 – 24	2,560	628	24.5%	94.2%
	25 – 29	927	217	23.4%	89.9%
	30 – 39	691	148	21.4%	82.2%
	<i>40 – 49</i>	<i>334</i>	<i>87</i>	<i>26.0%</i>	<i>100.0%</i>
	50 – 59	160	36	22.5%	86.4%
	60 and older	40	4	10.0%	38.4%
	Unknown	37	9	24.3%	93.4%
	Total	5,926	1,334	22.5%	86.4%
Disability Status	<i>Receives DSPS services</i>	<i>409</i>	<i>99</i>	<i>24.2%</i>	<i>100%</i>
	No DSPS services	5,517	1,235	22.4%	92.5%
	Total	5,926	1,334	22.5%	93.0%
Economic Status	<i>Low income student</i>	<i>3,138</i>	<i>747</i>	<i>23.8%</i>	<i>100%</i>
	Not low income	2,788	587	21.1%	88.4%
	Total	5,926	1,334	22.5%	94.6%

		Degree or Certificate Seeking	Earned a Degree or Certificate		80% Index
			Count	Rate	
Probation 1 Status	On probation 1 status	283	6	2.1%	9.0%
	<i>Not on probation 1 status</i>	<i>5,643</i>	<i>1,328</i>	<i>23.5%</i>	<i>100.0%</i>
	Total	5,926	1,334	22.5%	95.7%
Probation 2 Status	On probation 2 status	366	3	0.8%	3.4%
	<i>Not on probation 2 status</i>	<i>5,560</i>	<i>1,331</i>	<i>23.9%</i>	<i>100.0%</i>
	Total	5,926	1,334	22.5%	94.0%
Dismissal Status	On dismissal status	503	9	1.8%	7.3%
	<i>Not on dismissal status</i>	<i>5,423</i>	<i>1,325</i>	<i>24.4%</i>	<i>100.0%</i>
	Total	5,926	1,334	22.5%	92.1%
Veteran Status	Veteran	137	24	17.5%	77.4%
	<i>Not a Veteran</i>	<i>5,789</i>	<i>1,310</i>	<i>22.6%</i>	<i>100%</i>
	Total	5,926	1,334	22.5%	99.5%
Foster Youth	Foster Youth	9	0	0.0%	0%
	<i>Not Foster Youth</i>	<i>5,917</i>	<i>1,334</i>	<i>22.5%</i>	<i>100%</i>
	Total	5,926	1,334	22.5%	99.8%

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *red*.
 Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

CAMPUS-BASED RESEARCH

E. TRANSFER. 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 to the number of students in that group who actually transfer after one or more (up to six) years.

Overview

Student Achievement represented by transfer to a four-year institution is the focus of several initiatives at the federal, state, and local levels of higher education. The CBR data presented below suggests that Latino and Filipino students experience a disproportionately low rate of success in this area. Similar to degree and certificate achievement rates cited above, Skyline College is also seeking to increase transfer across the institution for by removing barriers to success.

Data Included:

- Completion Rates of Transfer-level Ready Students 2008/09 – 2013/14

Key Findings:

- Transfer data is obtained from a match of Skyline College students with the national database of students enrolled in four-year colleges available from the National Student Clearinghouse (NSCH). The NSCH is the closest thing the U.S. has to a national student-level record system. However, the NSC database is limited by FERPA-suppressed student records and matching errors due to typographic inaccuracies in student names. Therefore, a number of Skyline College students may be omitted from the NSCH database.
- Using the 80% Index, both Filipino and Latino student sub-groups are identified as having disproportionately low transfer rates.

Table E1: Transfer by population group

		Transfer Ready	Transferred to a four-year institution		80% Index
			Count	Rate	
Ethnicity	African American	55	29	52.7%	91.1%
	American Indian/Alaskan Native	6	1	16.7%	28.8%
	Asian	456	264	57.9%	100%
	Filipino	377	155	41.1%	71.0%
	Hispanic	311	144	46.3%	80.0%
	Multi Races	1	1	100.0%	172.7%
	Pacific Islander	47	21	44.7%	77.2%
	White	333	183	55.0%	94.9%
	Unknown	188	109	58.0%	100%
	Total	1,774	907	51.1%	

Gender	Female	874	427	48.9%	91.9%
	<i>Male</i>	865	460	53.2%	100%
	Not recorded	35	20	57.1%	107.5%
	Total	1,774	907	51.1%	96.1%
Age	Younger than 20	581	297	51.1%	97.9%
	<i>20 - 24</i>	883	461	52.2%	100%
	25 - 29	170	83	48.8%	93.5%
	30 - 39	87	42	48.3%	92.5%
	40 - 49	29	14	48.3%	92.5%
	50 - 59	8	4	50.0%	95.8%
	60 and older	2	0	0.0%	0%
	Unknown	14	6	42.9%	82.1%
Total	1,774	907	51.1%	97.9%	
Disability Status	Receives DSPS services	86	43	50.0%	97.7%
	<i>No DSPS services</i>	1,688	864	51.2%	100%
	Total	1,774	907	51.1%	99.9%
Economic Status	<i>Low income student</i>	905	482	53.3%	100%
	Not low income	869	425	48.9%	91.8%
	Total	1,774	907	51.1%	96.0%
Probation 1 Status	On probation 1 status	22	6	27.3%	53.0%
	<i>Not on probation 1 status</i>	1,752	901	51.4%	100%
	Total	1,774	907	51.1%	99.4%
Probation 2 Status	On probation 2 status	7	3	42.9%	83.8%
	<i>Not on probation 2 status</i>	1,767	904	51.2%	100%
	Total	1,774	907	51.1%	99.9%
Dismissal Status	On dismissal status	20	9	45.0%	87.9%
	<i>Not on dismissal status</i>	1,754	898	51.2%	100%
	Total	1,774	907	51.1%	99.9%
Veteran Status	Veteran	236	91	38.6%	83.5%
	<i>Not a Veteran</i>	1,767	816	46.2%	100%
	Total	1,774	907	51.1%	111%
Foster Youth	Foster Youth	114	7	6.1%	12.0%
	<i>Not Foster Youth</i>	1,754	900	51.3%	100%
	Total	1,774	907	51.1%	99.9%

Reference group is shaded white, subgroups suffering disproportionate impact are shaded red.

Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth Data began available in Fall 2012. Thus, many of them currently are studying at Skyline College.

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, to the number to students in that group who actually transfer after one or more (up to six) years.

Goals and Activities



GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served”

Skyline College’s mission to transform and educate a global community of learners calls for the intentional outreach to our community and local feeder high schools. We understand the continued need to learn more about the challenges that students experience (e.g. financial, structural, social, cultural) in order to mitigate those barriers and improve their ability to access Skyline College. Maximizing access for prospective students comes with a responsibility to ensure opportunities for success. The activities outlined throughout Skyline College’s Student Equity Plan aim to achieve this goal. Additionally, while US Census population demographic data uses the descriptor of ‘Hispanic,’ the following Student Equity Plan will operationalize that term as “Latino” when an option to do so exists.

GOAL A.1. *Skyline College will achieve proportional population representation at the 80% index across all ethnicities by the 2017-2018 academic year. Skyline College will continue to increase access for all ethnicities, but will develop targeted activities for the disproportionately impacted groups, African American and Latino students.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
<ul style="list-style-type: none"> - Increase and strengthen targeted outreach efforts to disproportionately impacted student populations - Increase AB540 student enrollment 	A.1.1	<p>Increase targeted outreach efforts for disproportionately impacted students:</p> <ul style="list-style-type: none"> --Strengthen collaborative efforts between the College and local feeder middle schools, high schools, adult schools, and the community --Collaborate and strengthen partnerships with organizations that serve disproportionately impacted student populations and AB540 students (i.e. Educators for Fair Consideration (E4FC) and Hispanic Chamber of Commerce) --Increase targeted outreach efforts to AB540 students to educate them about financial aid assistance through the California Dream Act --Facilitate workshops and presentations for families of prospective and returning students, inform them about the enrollment and financial aid processes 	<ul style="list-style-type: none"> --Outreach Office --Outreach Committee -- Instructional/ Student Services Deans --Marketing, Communications and Public Relations (MCPR) --Office of PRIE 	<ul style="list-style-type: none"> -Formative and Summative Data (i.e. Quantitative and Qualitative) 	On-going

<p>- Implement the established institutional capability framework to increase resources and professional development</p>	<p>A.1.2</p>	<p>Establish an Access Equity Work Group to identify the barriers of access for students: --Identify faculty, staff, students and community partners who work closely with disproportionately impacted students and families to be members of the work group --Conduct surveys and focus groups with disproportionately impacted students and families currently enrolled at Skyline College, local feeder middle schools and high schools to gain insight about barriers of access --Develop a resource guide with effective/emerging practices and tools for pre-collegiate and collegiate outreach efforts --Implement <i>Comprehensive Diversity Framework for Realizing Equity and Excellence (See Appendix A)</i> to increase cultural competency/fluency</p>	<p>--Office of Planning, Research and Institutional Effectiveness (PRIE) --Stewardship for Equity, Equal Employment and Diversity (SEED) --Outreach Office --Instruction/Student Services Deans</p>	<p>--Completed implementation --Completion of resource guide --Quantitative and Qualitative evaluations and surveys</p>	<p>Spring 2016</p>
<p>- Obtain Hispanic Serving Institution (HSI) and Asian American Native American Pacific Islander Serving Institution (AANAPISI) designations</p>	<p>A.1.3</p>	<p>--Develop and establish collaborative partnerships with community based organizations, businesses, and faith based organizations that serve Latino and Asian American, Native American, Pacific Islander communities. --Identify effective practices in the recruitment of targeted populations --Early middle school, high school, adult school, and alternative school outreach efforts --Expand collaboration with high school through professional learning communities/councils (e.g. teachers, counselors, administrators) --Develop language specific outreach multimedia, publications and materials --Conduct language specific outreach sessions, workshops in Student Success and Support Program (SSSP) core services --Hire Outreach Ambassadors who are bi-lingual/multi-lingual --Develop and implement an integrated marketing strategy to support access efforts</p>	<p>--Instructional and Student Services Deans --Outreach Office --Stewardship for Equity, Equal Employment and Diversity (SEED) --Office of Planning, Research and Institutional Effectiveness (PRIE) --Marketing, Communications and Public Relations (MCPR) --English Language Institute (ELI)</p>	<p>--Greater than 25% of the college enrollment is Latino (FTES) --Maintain and/or increase enrollment of AANAPISI students. --HSI and AANAPISI</p>	<p>Spring 2018</p>

GOAL A.2. Increase foster youth student population by 20% the 2017-2018 academic year.

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase the number of foster youth enrolled at Skyline College by 20% over the next three years. -	A.2.1	-Conduct outreach efforts that target foster youth students with applicable county social service organizations and non-profit agencies --Conduct outreach efforts that target foster youth students with middle, high school, adult, and alternative schools --Enhance and expand Youth Empowerment Scholars (YES) Program and the Social Justice League Learning Community.	--Enrollment Services --Instructional and Student Services Deans --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)	--Formative and Summative Data (i.e. Quantitative and Qualitative) --Increase in foster youth population	Spring 2018
--Increase Chafee Grant award recipients will increase by 15% over the next three years.		-- Increase financial aid literacy to prospective and current foster youth through workshops and community presentations	-- Enrollment Services --Instructional and Student Services Deans --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)	--Formative and Summative Data (i.e. Quantitative and Qualitative) --Increase in Chafee Grant award recipients	Spring 2018
- Operationalize an integrated network of support services to support foster youth	A.2.2	Cultivate champions ----Identify liaisons on campus and applicable county social service organizations and non-profit agencies who will support and strengthen advocacy programs and resources for foster youth	--Office of Outreach and Community Relations --Instructional and Student Services Administrators --Marketing, Communications,	-Established network of support services	Spring 2015

			and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)		
- Develop and implement a Guardian Scholars Program	A.2.3	Design Guardian Scholars Program --Identify a designated leader (Administrator Level) to guide the initiative and secure grant funding --Create a planning committee and advisory board	--Outreach Office --Instructional and Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)		Spring 2018

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“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”

Analysis of Completion Rates

The average completion rates for credit courses is 70%, with the highest completion rate among White and Asian students (P- index groups). African American and Pacific Islander students have the lowest completion rates in credit courses, 50.7% and 54% respectively. Latino students demonstrate a 58.9% completion rate for credit courses. Given that Latino students comprise the second largest group in headcount, Skyline College is including the group as one of those which is disproportionately impacted in this success indicator. Additionally, students on probation status have completion rates of 22% (probation 1 status) and 31% (probation 2 status). Therefore, students on probation are disproportionately impacted in this success indicator.

Skyline College understands that ongoing research is needed to understand the needs of those students among the groups of students who are disproportionately impacted. The activities in this success indicator aim to mitigate the disproportionality of students who identify as African American, Pacific Islander, Latino, as well as those students on probation status.

GOAL B.1. *To increase success rates in credit courses to the 80% index or higher for the disproportionately impacted students who identify as African American, Pacific Islander, or Latino.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase success rates in credit courses to at or above 80% of the benchmark group for African American, Latino, and Pacific Islander students	B.1.1	-Conduct student-focus groups with African American, Latino, and Pacific Islander students to factors that influence their success	--Instructional and Student Services Administrators --Stewardship for Equity, Equal Employment and Diversity Advisory Committee -- Office of Planning, Research and Institutional Effectiveness (PRIE)	--Formative and summative data --Student Surveys and qualitative notes	Ongoing Fall 2015

	B.1.2	<p>-Engage faculty in PUENTE, ASTEP, other Learning Communities, and Programs that work closely with African American, Latino, and Pacific Islander students in round table discussions to address the lower completion rates shown by these groups and share pedagogical strategies that might address this issue</p> <p>-Implement <i>Comprehensive Diversity Framework for Realizing Equity and Excellence (See Appendix A)</i> to increase cultural competency/fluency</p>	<p>--Instructional and Student Services Administrators</p> <p>--Center for Transformative Teaching and Learning</p>	<p>--Summative data from round table discussions (Quantitative and Qualitative)</p>	Spring 2015
	B.1.3	<p>-In collaboration with the Outreach Office, the learning communities and special programs (e.g. ASTEP, Puente, EOPS, TRiO, SparkPoint, MESA, Career Advancement Academy, etc) that provide support will provide outreach to prospective and current students who identify as African American, Pacific Islander, and Latino</p>	<p>--Instructional and Student Services Administrators</p> <p>-- Office of Planning, Research and Institutional Effectiveness (PRIE)</p> <p>--Marketing, Communications and Public Relations (MCPR)</p>	<p>-Formative and Summative Data (Quantitative and Qualitative)</p> <p>-Increased enrollment of these student populations in special programs and learning communities</p>	Ongoing
	B.1.4	<p>-Provide professional development opportunities for faculty in all subject areas that highlight emerging practices for teaching and support of African American, Latino, and Pacific Islander students</p> <p>-Provide professional development for GE instructional faculty to understand and guide students in their first academic year</p>	<p>--Instructional and Student Services Administrators</p> <p>The --Center for Transformative Teaching and Learning (CTTL)</p>	<p>Summative Data (Quantitative and Qualitative)</p>	Fall 2015
	B.1.5	<p>-Develop a more comprehensive assessment of why students withdraw from courses at the point of withdrawal and post withdrawal</p> <p>-Analyze difference of withdrawals based on student initiation or faculty initiation</p>	<p>--Office of Planning, Research, and Institutional Effectiveness (PRIE)</p> <p>--Instructional and Student Services Administrators</p>	<p>Formative and Summative Data (Quantitative and Qualitative)</p> <p>-Development of course withdrawal assessment</p>	Spring 2016

Goal B.2. *To increase the rates of course completion for students on academic probation and dismissal to that of the 80% bench group.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
<p>- Increase success rates in credit courses to at or above 80% of the benchmark group for students on probation 1, probation 2, or dismissal</p>	<p>B.2.1</p>	<p>-Assess current program model for Early Alert to identify points for improvement and enhancement and avoid duplication of services with the Student Success Program -Ensure that the Early Alert program collaborates a seamless integration of services and communication with the Student Success Program, instructional faculty, and coordinators of key program as appropriate (e.g. Learning Center, EOPS/CARE/CalWORKs, TRiO, SparkPoint, MESA, DRC, Financial Aid, etc) -Explore opportunities to identify pre-probation students based on longitudinal data on success rates in courses -Implement data collection opportunities with students receiving services through the Early Alert and/or Student Success Program</p>	<p>--Dean of Counseling --Early Alert Program Faculty Coordinator --Student Success Program Faculty Coordinator --Office of Planning, Research and Institutional Effectiveness (PRIE)</p>	<p>-Formative and Summative Data (Quantitative and Qualitative) -Assessment of current technology process for Early Alert Program</p>	<p>Fall 2015</p>
	<p>B.2.2</p>	<p>-Review and revise Student Success Program scaffolding approach (using emerging practices in higher education) to provide support and services to probation 1, probation 2, and dismissal students from a strengths-based paradigm -Include review of workshops, individual counseling appointments and other follow up services to determine effectiveness -Develop opportunities for instructional and counseling faculty to discuss in-class support of students on probation or dismissal status</p>	<p>--Instructional and Student Services Deans --Early Alert Program Faculty Coordinator --Student Success Faculty Coordinator --Office of Planning, Research and Institutional Effectiveness (PRIE)</p>	<p>--Develop model for scaffolding support for Student Success Program</p>	<p>Spring 2016</p>
	<p>B.2.3</p>	<p>-Review COUN 102 'Student Success' curriculum for possible connections of designating course for Probation 2 students</p>	<p>--Dean of Counseling --Student Success Program Faculty Coordinator --Counseling Division Faculty</p>	<p>Summative Data (Quantitative and Qualitative) -Recommendation of COUN 102 designation if appropriate</p>	<p>Spring 2015</p>

GOALS AND ACTIVITIES

C. 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”

C.1: English Completion (Basic Skills to Transfer English)

The successful completion of English Speakers of Other Languages (ESOL) and Basic Skills course sequences, more commonly known as successful progression, is an area critical to student equity. Campus-based research suggests that African American, Filipino, and Latino students are progressing disproportionately to the highest performing group. These three student populations comprise over half of the students taking Basic Skills English courses at the level immediately before transfer level coursework, who then complete the subsequent transfer course (English 100) at or below a 40% completion rate.

More data is needed to determine the pace at which students enroll into English 100 after having completed the last course in the Basic Skills sequence. This data will help us understand if students have met their educational goal and do not advance to English 100 or if they decide to transfer to another district. For those students who complete the Basic Skills sequence and enroll in English 100, the following activities will be developed to address the disproportionate impact.

GOAL C.1. *Increase the number of Basic Skills students who succeed through Transfer-level English 100 at the 80% index or higher.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase the number of disproportionately impacted students who completed Basic Skills and who succeed through Transfer-level English.	C.1.1	-Increase access to academic and personal support for all students enrolled in Basic Skills English courses -Integrate mandatory support structures into curriculum and courses, such as embedded tutoring, counseling, and resources for students -Align curriculum across sections to enhance opportunities for pedagogical collaborations and partnerships among instruction and student services -Increase acceleration opportunities in English pathways for Basic Skills students -Create contextualized pathways	--Dean of Language Arts --Dean of Academic Support & Learning Technologies -Dean of Counseling --Learning Center --College Success Initiative --Center for Transformative	- Formative and Summative Data (Quantitative and Qualitative) - Improvement in Basic Skills to Transfer-level English of 4% (from 40% avg. to 44%).	Ongoing Complete: Fall 2017

		-Provide professional development opportunities for full- and part-time faculty that promote emerging practices for English instruction	Teaching and Learning (CTTL)		
- Increase the number of Basic Skills students who understand and utilize College Pathways over the next three years	C.1.2	Increase student awareness of pathways to college completion, transfer or certificate -Integrate into the curriculum opportunities for students to learn about and understand pathways for completion -Increase collaboration between instructional and student services divisions to promote pathways to students -Develop one-page sheets pathways handouts and first semester plans for students	--Instructional and Student Services Administrators --Office of Planning, Research and Institutional Effectiveness (PRIE) --Marketing, Communications and Public Relations (MCPR)	-Formative and Summative Data (Quantitative and Qualitative) -Increased number of students completing through Transfer-level English, approaching and/or passing the 80% indicator. -Completion of one-page sheets and first semester plans	Spring 2016
-Increase percentage of basic skills students moving to the next level over the next three years	C.1.3	Develop Word Jam program modeled after the best practices of existing Math Jam program -Design, implement, and evaluate pilot Word Jam program to determine effectiveness in progressing students through the Basic Skills sequence -Complete data analysis using placement test scores to determine student population for pilot program	--Dean of Academic Support & Learning Technologies --Dean of Language Arts --Dean of Counseling --Learning Center --College Success Initiative	-Formative and Summative Data (Quantitative and Qualitative) -Number of participants based on student placement test results	Summer 2017
Increase percentage of students who are successful in English 846 over the next three years	C.1.4	Develop a pilot portfolio model of evaluation in English 846	--Dean of Language Arts	- Students in pilot sections will succeed at a rate of 10% more than students in non-pilot sections.	Fall 2015

C.2: Increased Math Completion (Math Completion by ESOL and Basic Skills students)

Math completion rates for all Skyline College students must be improved. The overall average for students of all ethnicities who enrolled in Basic Skills Math courses (120, 122, 190) who also complete the subsequent course is at a 25% success rate. African American students in this pathway have a success rate of 42% and were participants of the Math Academy program embedded in the ASTEP learning community. This cohort model math program yielded a 17% higher success rate than all other students.

GOAL C.2 Increase the percentage of basic skills students who progress and complete the next level in the math sequence successfully at the 80% index or higher.

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
-Increase the percentage of basic skills students who progress and complete the next level in the math sequence successfully	C.2.1	<p>Increase outreach and the number of Basic Skills students participating in Math Jam http://www.edexcelencia.org/program/math-jam-0</p> <p>-Determine the feasibility and effective of expanding Math Jam (length of program and frequency of courses)</p> <p>-Conduct data analysis of Math Jam students using pre- and post- placement tests</p>	<p>--Dean of Science, Math, Technology</p> <p>--Dean of Enrollment Services</p> <p>--Dean of Counseling</p> <p>-- Dean of Academic Support & Learning Technologies</p> <p>College Success Initiative (CSI)</p> <p>--Office of Planning, Research and Institutional Effectiveness (PRIE)</p> <p>--Marketing, Communications and Public Relations (MCPR)</p> <p>--</p>	<p>-Formative and Summative Data (Quantitative and Qualitative)</p> <p>-Percentage increase of students participating in Math Jam</p> <p>-Increase of student progressing to the next level</p>	Ongoing Fall 2017
-Conduct data analysis of Math Academy program to determine feasibility and scalability of program beyond the ASTEP learning community	C.2.2	<p>Expand Math Academy</p> <p>-Pilot Math Academy in learning communities that include math as a hard linked course for students</p> <p>-Expand Math Academy to all Basic Skills math courses</p>	<p>--Dean of Science, Math, Technology</p> <p>--Dean of Language Arts</p>	<p>-Formative and Summative Data (Quantitative and Qualitative)</p> <p>-Findings from data analysis</p>	Ongoing Fall 2017

		-Provide embedded academic and personal support for Basic Skills students (e.g. tutorial support, counseling)	--Dean of Counseling --MESA director --College Success Initiative (CSI) --Office of Planning, Research and Institutional Effectiveness (PRIE)		
- Increase the number of Basic Skills students who succeed through transfer-level math.	C.2.3	Increase access to academic and personal support for all students enrolled in Basic Skills math courses -Integrate mandatory support structures into curriculum and courses, such as embedded tutoring, counseling, and resources for students -Align curriculum across sections to enhance opportunities for pedagogical collaborations and partnerships among instruction and student services -Increase acceleration opportunities in math pathways for Basic Skills students -Create contextualized pathways -Provide professional development opportunities for full- and part-time faculty that promote emerging practices for math instruction	--Dean of Science, Math, Technology --Dean of Enrollment Services --Dean of Counseling --Dean of Academic Support & Learning Technologies --College Success Initiative (CSI) --Office of Planning, Research and Institutional Effectiveness (PRIE) --Marketing, Communications and Public Relations (MCPR)	- Improvement in Basic Skills to transfer-level math by 10%	Ongoing Fall 2017

C.3: ESOL Completion

Overall, Skyline College has a small population of students enrolled in ESOL courses (n=180). However, ESOL students who progressed to and successfully completed ESOL 400 is 39%. One of the challenges within this student population is that not all ESOL students have the goal to complete the ESOL sequence of courses. Although, faculty in the English and ESOL departments are interested in aligning a course progression to encourage ESOL students who complete ESOL 400 to enroll in English 100

Goal C.3. Increase the percentage of ESOL 830 and 840 students who complete ESOL 400 successfully at the 80% index or higher.

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
-Increase number of students who successfully complete ESOL courses	C.3.1	<p>Increase students' ability to understand their ESOL placement and course enrollment</p> <ul style="list-style-type: none"> - Develop a guide for ESOL placement and course selection, through collaboration of ESOL faculty and Counseling Faculty -Develop guide to ESOL curriculum for Counseling Faculty -Provide professional development on the educational and personal needs of ESOL students for full- and part-time faculty (e.g. instructional and counseling) -Complete audit of services provided in International Student Programs and the English Language Institute to enhance communication and information sharing. -Review existing VESL curriculum in partnership with programs with high ESL enrollments, including the Career Advancement Academy and programs in SMT and Business. 	<ul style="list-style-type: none"> --Dean of Language Arts --Dean of Counseling --Dean of Global Learning Programs --English Language Institute 	<ul style="list-style-type: none"> -Formative and Summative Data (Quantitative and Qualitative) -Development of resource guide for student placement into ESOL courses 	Fall 2015
-Increase rates of students persisting from pre-transfer ESOL courses to transfer ESOL course	C.3.2	<p>-ESOL faculty will integrate into ESOL course outlines persistence-building content (e.g. study skills, support resources, academic and career pathways)</p> <ul style="list-style-type: none"> -ESOL courses will be offered utilizing a learning community model to facilitate persistence. 	<ul style="list-style-type: none"> --Dean of Language Arts --Dean of Counseling --Dean of Academic Support & Learning Technologies 	<ul style="list-style-type: none"> -Increase persistence and success in ESOL courses by 5% over each year 	Ongoing Spring 2016

<p>-Increase outreach and communication to current and prospective students with certificate, degree, or transfer goals to promote progression from pre-transfer to transfer ESOL course</p>	<p>C.3.3</p>	<p>Increase inreach/outreach to ESOL students with certificate, degree, and transfer goals. -Increase outreach to middle, high school, and adult schools with ESOL student populations to inform them of educational and career preparation opportunities at Skyline College -Develop pathway programs for adult school students to enter at a Level 3 for ESOL -Increase ESOL counseling availability to meet the needs of ESOL students -Inventory Latino ESOL students to determine what program developments and supports are most likely to increase Latino ESOL persistence and success.</p>	<p>--Dean of Language Arts --Dean of Counseling --Dean of Enrollment Services --College Success Initiative (CSI) --Stewardship for Equity, Equal Employment, and Diversity (SEEED) --Office of Planning, Research and Institutional Effectiveness (PRIE) --English Language Institute Faculty Coordinator --Career Advancement Academy Faculty Coordinator</p>	<p>-Formative and Summative Data (Quantitative and Qualitative) -Increase of 5% in Latino students progressing from Levels 3 & 4 to ESOL 400 -Increase ESOL enrollment in Career Advancement Academy Programs</p>	<p>Ongoing Spring 2016</p>
<p>-Improve data collection and tracking systems for ESOL students</p>	<p>C.3.4</p>	<p>Increase ESOL student data available for review, analysis, and assessment of programs and services -Develop a data collection system that captures their transition into Skyline College from adult schools -Improve monitoring of ESOL students (e.g. educational goal, student education plan, academic progress) through collaborative efforts between Instruction and Student Services -Provide persistence, success, and retention rates of ESOL students enrolled in all courses to learn about ESOL students' educational pathways -Using local data, work in collaboration with CSI, Instruction, and Student Services the ESOL department will develop ESOL program benchmarks.</p>	<p>--Dean of Language Arts --Dean of Counseling --Office of Planning, Research and Institutional Effectiveness (PRIE) --College Success Initiative --English Language Institute Faculty and Staff</p>	<p>-Formative and Summative Data (Quantitative and Qualitative) -Develop robust database and reports for ESOL student academic progress and success</p>	<p>Ongoing Fall 2015</p>

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

Increasingly more Skyline College students indicate the goal of earning a degree or certificate. Skyline College promotes information regarding degrees and certificates for all students and is especially focused on helping students achieve their goals of completing an associate’s degree or obtaining career and technical certification. On average, 23% of students who indicate the goal of earning a degree or certificate actually achieve this goal with. African American students at 20% and students on probation/dismissal status at 2%. Skyline College is committed to improving the completion rates for degrees and certificates and plans to integrate high levels of collaboration across all departments to ensure that prospective and current students, as well as faculty and staff, are knowledgeable about the path towards earning a degree or certificate.

GOAL D.1. Increase certificate and degree completion among disproportionately impacted student population to the 80% index or higher.

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase the rate of Degree/Certificate completion among disproportionately impacted students	D.1.1	<p>Develop Successful First Semester Program</p> <ul style="list-style-type: none"> -Identify prescribed first semester courses for students in all transfer and CTE programs -Practice coordinated scheduling to assure availability of first semester courses -Coordinate with counselors to develop advising strategy (online and face-to-face) for first semester students -Integrate developmental learning assistance and supplemental support services into gateway (high enrollment/low success) first semester courses -Develop career pathways for transfer and CTE programs -Ongoing promotion of the importance of the Student Education Plan, including establishing education plans for majors and programs 	<ul style="list-style-type: none"> --Instructional and Student Services Administrators and Faculty --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL) 	<ul style="list-style-type: none"> - Formative and Summative data (Quantitative and Qualitative) - Schedule analysis 	Ongoing Spring 2018

	D.1.2	Develop and implement strategy for automatic awarding of certificates and degrees	--Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)	-Formative and Summative data (Quantitative and Qualitative)	Fall 2015
	D.1.3	Develop and implement a two-year, Skyline Promise program designed to accelerate degree completion	--Instructional and Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL)	-Formative and Summative data (Quantitative and Qualitative)	Fall 2015
	D.1.4	Provide professional development opportunities for full- and part-time faculty on teaching strategies and support services needed for first semester course completion -Implement <i>Comprehensive Diversity Framework for Realizing Equity and Excellence (See Appendix A)</i> to increase cultural competency/fluency	--Instructional and Student Services Administrators --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL)	--Formative and Summative data (Quantitative and Qualitative) --Schedule analysis --Evaluations and surveys --Participation Rosters	Spring 2015 and ongoing

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“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 to the number of students in that group who actually transfer after one or more (up to six) years”

Student achievement in the form of transfer to a four-year institution is the focus of several initiatives at the federal, state, and local levels of higher education. Students in this success indicator have an average transfer rate of 51%. Filipino, Latino, and Pacific Islander students have the lowest transfer rates of 41%, 46%, and 44%, respectively. One of the greatest challenges for determining transfer rates is in the availability of data once students have left Skyline College. Transfer data is obtained from a match of Skyline College students with the national database of students enrolled at four-year colleges available from the National Student Clearinghouse (NSCH). The NSCH is the closest proxy that the United States has to a national student-level record system. However, the NSCH database is limited by FERPA-suppressed student records and matching error and it is possible that some Skyline College students may be omitted from the NSCH database. Nonetheless, Skyline College is committed to the continued development of a Transfer Culture where the collective community is responsible for promoting transfer among all students, especially for those who have the goal of transferring to a four-year institution.

GOAL E.1. Increase the number of disproportionately impacted students that transfer to four-year institutions at the 80% index or higher.

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
-Continue implementation of Transfer Initiative Plan to promote a culture of transfer	E.1.1	<p>Provide professional development opportunities for full- and part-time faculty and staff that highlight best practices for enhancing student persistence and Transfer Culture.</p> <p>-Increase awareness, adoption, and evaluation of Transfer Initiative Plan strategies that are informed by the Completion by Design framework- Connection, Entry, Progress, and Completion</p> <p>-Explore the integration of transfer information and presentations in various formats, such as classroom presentations, division meetings, and workshops for first year students</p> <p>-Implement <i>Comprehensive Diversity Framework for Realizing Equity and Excellence (See Appendix A)</i> to increase cultural competency/fluency</p>	<p>Instructional and Student Services Administrators</p> <p>--Marketing, Communications, and Public Relations (MCPR)</p> <p>--Office of Planning, Research and Institutional Effectiveness (PRIE)</p> <p>-- Center for Transformative Teaching & Learning (CTTL)</p>	-Formative and Summative Data (Quantitative and Qualitative)	Ongoing Fall 2016

<p>-Increase the number of disproportionately impacted students that transfer to four-year institutions to the 80% index or higher.</p>	<p>E.1.2</p>	<p>-Develop and provide presentations (online and face-to-face) on transfer to all transfer level courses -Transfer Center staff will attend division meetings to inform faculty of transfer services and programs -Faculty and staff will have access to professional development for transfer related processes and programs -Faculty will have access to presentations on transfer for students in their majors/divisions -Develop cohort tracking model to gather longitudinal data and identify student persistence in transfer level courses -Enhance transfer center programs and services targeting students interested in transfer -Develop prescribed transfer pathways</p>	<p>--Instructional and Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL)</p>	<p>-Formative and Summative Data (Quantitative and Qualitative) - Increased number of students earning 12 units and taking a transfer level math or English course -Increase in student participation at Transfer Center programs and services</p>	<p>Ongoing Fall 2015</p>
<p>-Increase transfer options by strengthening institutional relationships with four-year institutions</p>	<p>E.1.3</p>	<p>-Increase collaboration and articulation agreements with private, non-profit colleges/universities, CSU/UC institutions within and beyond the greater Bay Area, and out-of-state colleges/universities (HBCUs, HSI) -Maintain and increase Skyline College Associate Degrees for Transfer as appropriate -Increase professional development opportunities for faculty, staff, and administrators to learn about Associate Degree for Transfer -Increase participation in transfer guarantee options for students with four-year institutions</p>	<p>--Instructional and Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL)</p>	<p>-Formative and Summative Data (Quantitative and Qualitative) -Increase number of students declaring and receiving Associate Degrees for Transfer</p>	<p>Ongoing Fall 2017</p>

GOAL E.2. *Develop a data informed tracking system for a student equity transfer model.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Systematic tracking system to identify students with transfer as a goal, who receive services, and transfer information	E.2.1	<p>Collaborate with PRIE Office to design systematic data collection process to identify and track transfer and transfer ready students</p> <ul style="list-style-type: none"> -Develop capacity for Degree Works to track student progress towards transfer -Develop intentional outreach/in-reach to students who have identified transfer as an educational goal and/or students who are near transfer. -Develop a shared information infrastructure to increase information sharing of student transfer enrollment data between four-year colleges/universities 	<ul style="list-style-type: none"> - Office of Planning Research and Institutional Effectiveness (PRIE) - Vice President of Student Services - Transfer Initiative Advisory Committee - SMCCCD ITS Offices 	-Completion of tracking system	Spring 2018
-Pilot the STEM Transfer Pod	E.2.2	Coordinate STEM specific Transfer Center workshops and events, and create additional academic support for STEM students so that transfer programs and academic support are integrated.	<ul style="list-style-type: none"> - Transfer Center - Transfer Initiative Advisory Committee - MESA Director - Dean of Science, Math, Technology - Dean of Counseling 	-Formative and Summative Data (Quantitative and Qualitative)	Fall 2015

Budget



SOURCES OF FUNDING

Skyline College’s Student Equity Plan includes developing a campus-wide response of administrators, faculty, staff, and students via activities that address bridging the disproportionate impact of students in each success indicator. Skyline College leadership recognizes that effective equity efforts must intersect all aspects of the institution, including the financial demands. Therefore, activities identified in this Student Equity Plan call on the collaboration of existing institutional dollars with the state allocation to continue the work for equity and student success.

The financial commitment for these activities comes from multiple sources, including but not limited to: Student Equity Allocation, General Fund 1, Basic Skills Initiative, Student Success and Support Program, as well as grant-funded and categorical programs. Leadership at the administration, faculty, and staff level is committed to the successful implementation and evaluation of Skyline College’s student equity plan and will ensure that adequate funding is available for the activities outlined in the plan.

San Mateo County Community College District Allocation = \$822,568

Skyline College Allocation = \$329,000 (40%)

Activity Category	Amount
Classified Hourly (academic support included)	\$115,000
Counseling	\$115,000
Professional Development	\$45,000
Evaluation Process Implementation	\$10,000
Travel- Professional Development	\$20,000
Supplies, Materials, Assessments	\$24,027.20
TOTAL	\$329,027.20

Evaluation Schedule and Process



EVALUATION SCHEDULE AND PROCESS

Skyline College engages in a robust and participatory process of evaluation and planning to meet the needs of the community and our students. Driven by the Mission-Vision-Values of the College, the Office of Planning, Research and Institutional Effectiveness (PRIE) at Skyline College reports directly to the president and supports the institution's Education Master Plan and strategic priorities as outlined in the Strategic Plan. PRIE informs our understanding of the community we serve and supports the planning and decision-making processes that focus on student success. The evaluation and assessment process at Skyline College includes Program Review, which calls for a department/program to go through this evaluation process every six years. The Dean for PRIE provides the orientation and training workshop for all participants undergoing Program Review, providing information about the integration of key strategic planning priorities which include: the Education Master Plan, the Annual Program Plans, Institutional Learning Outcomes, and now the Student Equity Plan.

In support of the required reporting and evaluation components of the SEP, which are substantial, the PRIE Office will be implementing a robust reporting solution to manage the ongoing requirements of this and other projects. The implementation of SAP Business Objects, the identified solution, will ensure that the current reporting and evaluation needs identified in the SEP are efficiently managed and that all activities outlined to address areas of disproportionate impact can be accurately evaluated for their effectiveness. The Student Success and Support Program (SSSP) legislation, and subsequent SSSP Plan and SEP, are requiring greater levels of data collection and analysis in order to provide timely and accurate program evaluation for activities and interventions designed to improve student success and equity. This in turn requires the evolution of research and planning offices to efficiently and effectively address these requirements. Augmenting an existing integrated research, planning, and resource allocation infrastructure with enhanced tools for reporting and evaluation will result in better data-informed decision-making, and ultimately better outcomes for students as a result.

The SSSP/Student Equity Committee (See Appendix C), in conjunction with the Stewardship for Equity, Equal Employment and Diversity (See Appendix D), will oversee the evaluation schedule and process for Skyline College's Student Equity Plan. The Dean for PRIE is a member of both of these committees and will serve as the conduit for ensuring communication across committees and evaluation processes for the Student Equity Plan.

The following evaluation schedule indicates the time when a given activity will be completed and evaluated.

Success Indicator	Goal	Activity	Person Responsible	Completion Date	
Access	Increase and strengthen targeted outreach efforts to disproportionality impacted student populations Increase AB540 student enrollment	1.1	Office of Outreach and Community Relations Instructional and Student Services Deans Marketing, Communications, and Public Relations Student Services Program/Departments Planning, Research, and Institutional Effectiveness (PRIE)	Fall 2014 Ongoing	
		1.2	Office of Planning, Research, and Institutional Effectiveness Stewardship for Equity, Equal Employment and Diversity (SEED) Advisory Committee Office of Outreach and Community Relations Instruction and Student Services Deans	Spring 2016	
		1.3	Office of Planning, Research, and Institutional Effectiveness Stewardship for Equity, Equal Employment and Diversity (SEED) Advisory Committee Office of Outreach and Community Relations Instruction and Student Services Deans	Spring 2018	
		Increase foster youth student population by 20% in the 2017-2018 academic year	2.1	Office of Outreach and Community Relations Dean of Enrollment Services Dean of Counseling Financial Aid Office	Spring 2018
	Increase foster youth student population by 20% in the 2017-2018 academic year	2.1	Office of Outreach and Community Relations Dean of Enrollment Services Dean of Counseling Financial Aid Office	Spring 2018	
		2.2	Office of Outreach and Community Relations Office of Planning, Research, and Institutional Effectiveness Stewardship for Equity, Equal Employment and Diversity (SEED) Office of Outreach and Community Relations Instruction and Student Services Deans	Spring 2015	
		2.3	Office of Outreach and Community Relations Dean of Enrollment Services Dean of Counseling Dean of Language Arts Division (Learning Community for Foster Youth) Financial Aid Office Planning, Research, Institutional Effectiveness (PRIE)	Spring 2018	
	Completion Course	To increase success rates in credit courses to the 80% index or higher for the disproportionately impacted students who identify as African American, Pacific Islander, or Latino	1.1	Stewardship for Equity, Equal Employment and Diversity (SEED) Advisory Committee	Fall 2015 Ongoing
			1.2	Learning Communities - Faculty, Staff Deans Instructional Leadership Team	Spring 2015
1.3			Learning Communities - Faculty, Staff, Deans Instructional Leadership Team Student Services Leadership Team	Fall 2017 Ongoing	

	1.4	Center for Transformative Teaching & Learning Student Services Leadership Team Instructional Leadership Team	Fall 2015 Ongoing
	1.5	Office of Planning, Research, and Institutional Effectiveness Stewardship for Equity, Equal Employment and Diversity (SEED) Advisory Committee Instruction and Student Services Deans	Spring 2016
	2.1	Early Alert Program Faculty Coordinator Student Success Program Faculty Coordinator Dean of Counseling Dean of PRIE	Fall 2015 Ongoing
To increase the rates of course completion for students on academic probation and dismissal to that of the 80% bench group.	2.2	Early Alert Program Faculty Coordinator Student Success Program Faculty Coordinator Dean of Counseling Counseling Faculty	Spring 2016
	2.3	Counseling Faculty Dean of Counseling Curriculum Committee	Spring 2015
	1.1	Dean of Academic Support and Learning Technologies Learning Center Director SI Coordinator On Course Leader Vice President of Instruction and Student Services College Success Initiative Committee SEED	Fall 2017 Ongoing
ESL & Basic Skills Completion	1.2	Dean of Enrollment Services - Outreach Dean of Counseling - Transfer Center Planning, Research, and Institutional Effectiveness	Spring 2016
	2.1	Dean of Science, Math, Technology Dean of Enrollment Services - Outreach Dean of Language Arts - English Language Institute College Success Initiative Committee	Fall 2017 Ongoing
	2.2	Dean of Science, Math, Technology Mesa Director HTP Coordinator College Success Initiative Committee Program Services Coordinator- Learning Communities SEED	Fall 2017 Ongoing
	3.1	Dean of Language Arts ESOL Faculty English Language Institute Counseling Faculty - ESOL and Transfer Early Alert Coordinator Student Success Program Coordinator	Fall 2015
	3.2	Dean of Language Arts ESOL Faculty English Language Institute Counseling Faculty - ESOL, Puente, Transfer Early Alert Coordinator Student Success Program Coordinator	Spring 2016 Ongoing
	3.3	Dean of Language Arts ESOL Faculty English Language Institute Counseling Faculty - ESOL and Transfer Planning, Research, Institutional Effectiveness (PRIE)	Spring 2016 Ongoing

Degree and Certificate Completion	Increase certificate and degree completion among disproportionately impacted student population to the 80% index or higher.	1	Learning Communities- ASTEP, CIPHER Dean of Language Art - Learning Community Instructional Leadership Team Transfer Center	Fall 2016 Ongoing
		1.2	President's Cabinet Vice President of Student Services Vice President of Instruction	Fall 2015
Transfer	Increase the number of disproportionately impacted students that transfer to four-year institutions at the 80% index or higher	1.1	Dean of Counseling Transfer Center SSSP/Student Equity Advisory Committee Transfer Initiative Advisory Committee	Fall 2017 Ongoing
		1.2	Transfer Center Faculty and Staff Dean of Counseling Transfer Initiative Advisory Committee Vice President for Student Services	Fall 2015 Ongoing
		1.3	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee	Spring 2018 Ongoing
		1.4	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Office of Outreach and Community Relations Dean of Enrollment Services	Spring 2018 Ongoing
		1.5	Dean of Language Arts - Learning Community Puente, Kababayan, CIPHER Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Office of Outreach and Community Relations Dean of Enrollment Services	Spring 2018 Ongoing
	Develop a data informed tracking system for a student equity transfer model	2.1	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Planning, Research, Institutional Effectiveness (PRIE) District IT Services	Spring 2018
		2.2	Dean and Faculty of Science, Math, Technology Mesa Director Dean of Counseling Transfer Center - Faculty	Fall 2015
		2.3	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Planning, Research, Institutional Effectiveness District IT Services	Spring 2018 Ongoing
		2.4	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Planning, Research, Institutional Effectiveness (PRIE) SEED	Spring 2018 Ongoing

Attachments



Appendix A – Comprehensive Diversity Framework

The Student Equity Plan follows a robust period of intensive work at Skyline College beginning in 2005 to address issues of diversity and equity in the pursuit of institutional effectiveness. This work resulted in the development of our *Comprehensive Diversity Framework*. After completing a campus wide, comprehensive, and community informed process over the course of two years, our Comprehensive Diversity Framework aligns directly with our current Student Equity Plan. Our understandings of student success, access, equity, and diversity—among others—have grown more nuanced and intersectional, as have our strategies and tools for inquiry and for achieving our vision.

Please go the link provided to see the Work Plan for Skyline College’s Comprehensive Diversity Framework:

[Skyline College Comprehensive Diversity Framework](#)

Appendix B – Campus Based Research Methodology

Access – The P Index

- The key reference indicator for access is the “P Index”, where a value of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all San Mateo County residents and that same population comprised 10.0% of all Skyline students, the P Index would = 1.00. In other words, the proportions of that population is equal. Any value less than 1.00 indicates that a specific San Mateo County population is under-represented in SKYLINE’s student body. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- The proportionality metric is not intended to specify at which point a proportionality index should be considered as a “disproportionate impact.” The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the Skyline Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.
- For example, the age data presented in Table 3 reveals varying degrees of both under- and over-representation for various age categories. These range from a P Index = 6.36 for Skyline students aged 20 – 24 to a P Index = 0.12 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of Skyline programs, services, and the larger college participation rates of these 2 groups.

The 80% Index

- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the specific population with the highest rate of success. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Depending on the indicator, the “Reference Group” used will either be the a) largest sub-group or b) the highest performing sub-group. In some instances, the same sub-group meets both criteria.
- Using this methodology, the 80% Index data column highlights the extent to which various populations’ successful course completion rates are within or outside of the 80% standard.

- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Skyline Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts ($n < 50$).

Appendix C – SSSP/Student Equity Plan Advisory Committee

Name	Campus Representation
Dr. Joi Blake	Vice President for Student Services
Dr. Angélica Garcia	Dean of Counseling/Advising & Matriculation (SSSP Coordinator & Chair)
Dr. John Mosby	Dean of Enrollment Services
Aaron McVean	Dean of Planning, Research, & Institutional Effectiveness
Lucia Lachmayr	English Faculty, Puente, and SEED
Nina Floro	Faculty and Center for Transformative Teaching & Learning
Nicole Harris	President, Associated Students of Skyline College
Regina Morrison	Director of Financial Aid
Chris Rico	ESOL Program Services Coordinator
Mary Gutierrez	Dean of Language Arts Division
Lezra Chenportillo	Career Services Center
David Hasson	Math Faculty and SEED
Chris Gibson	English Faculty, CSI (Basic Skills)
Carla Campillo	Counseling Faculty, Early Alert Program
Donna Bestock	Dean of Social Sciences
Dr. Jonathan Paver	Dean of Academic Support and Learning Technologies
David Reed	Director of Learning Center
Jocelyn Vila	Financial Aid, Foster Youth
Ray Hernandez	Dean of Science, Math & Technology
Judy LaRiviere	Disability Resource Center
Goldie Lee	Assessment Center
Dr. Jonathan Paver	Dean of Academic Support and Learning Technologies

Appendix D – Stewardship for Equity, Equal Employment & Diversity Advisory Committee (SEED)

Name	Campus Representation
Lucia Lachmayr	English Faculty, Co-Chair
David Hasson	Math Faculty, Co-Chair
Amory Cariadus	Director of Student Support and Student Services
Arash Daneshzadeh	Interim TRiO Director
Angélica Garcia	Dean of Counseling
Jonathan Gonzalez	ASSC
Gianna Grelli	ASSC
Raymond Jones	Director of Middle College
Jessica Lopez	TRiO Counseling Faculty
Melissa Matthews	DSPS Counseling Faculty
David Reed	Director of Learning Center
Richard Soyombo	Dean of Global Learning Division
Pat Tyler	Classified, SMT Representative
Phillip Williams	Math Faculty
William Watson	Director of SparkPoint
Lavinia Zanassi	Career Counseling Faculty
Serena Chu	Language Arts
Nina Floro	English Faculty
Nathan Jones	English Faculty
Sherrie Prasad	Classified Representative
Jocelyn Vila	Financial Aid, Outreach Representative
Aaron McVean	Dean of Planning, Research and Institutional Effectiveness