

# **College of the Canyons**

## **Student Equity Plan Progress Report**

**March 2008**

### **Committee Members:**

Daylene Meuschke, Co-Chair  
Pamela Brogdon-Wynne, Co-Chair  
Edel Alonso, Member  
Susan Crowther, Member  
Jane Feuerhelm, Member  
Diane Fiero, Member  
Herlisa Hamp, Member  
Allison Korse-Devlin, Member  
Chelley Maple, Member  
Michael Wilding, Member  
Michael Dermody, Academic Senate President  
ASG President and Student Representative  
Vice President, Activities  
Public Affairs Officer

## **Student Equity Plan Progress Report**

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College of the Canyons Student Equity Plan Committee presented the 2005 Student Equity Plan to the Board of Trustees on January 19, 2005. The Plan was the result of the Committee's establishment of action implications (a.k.a., activities in the Student Equity Plan) in response to data analyses conducted during the Spring 2004 and Fall 2004 semesters. The College's Institutional Development and Technology Office conducted a series of analyses in 2004 to identify any achievement gaps and / or inequities for various ethnic groups, males and females, age groups, and disability groups represented on campus. This series of analyses were conducted in response to the Chancellor's Office mandate for all California Community Colleges to develop a Student Equity Plan using the guidelines set by the Chancellor's Office. The following sections detail the target groups, goals, activities, and resources listed in the College's plan. This document provides a summary of the progress to date for each of the activities listed in College of the Canyons Student Equity Plan Progress Report published in July 2006.

### **TARGET GROUPS:**

***Ethnicity:*** Ethnic groups were identified using the Chancellor's Office UST referential files. Groups included in the analyses were Native American, Asian/Pacific Islander, African American, Filipino, Latino, and White/Caucasian.

***Gender:*** Gender was obtained using the Chancellor's Office UST referential files.

***Age:*** Age was obtained using the Chancellor's Office UST referential files. Ages of students were grouped into the following categories 18-24, 25-54, and 55 years and older.

***Disability:*** Disability was obtained from the Chancellor's Office USD referential files. All disability categories were combined due to low sample sizes per category for the degree and certificate completion indicator. Combined primary disability categories included Acquired Brain Injury, Hearing Impaired, Learning Disabled, Mobility Impaired, Other Disability, Psychological Disability, Speech/Language Impaired, and Visually Impaired. For the access indicator, the disability category used from the census data was "non-institutionalized;" therefore, disability groups at College of the Canyons were combined for the access indicator. All other analyses (retention, success, basic skills progression, and transfer) defined disability groups into two categories at the advisement of the DSP&S Director. These categories were Learning Disability/Other Disability and Psychological Disability. Categories not included in the analysis due to their low sample sizes include Acquired Brain Injury, Hearing Impaired, Mobility Impaired, Speech/Language Impaired, and Visually Impaired.

**GOALS and ACTIVITIES:**

**GOAL 1.** *To ensure equity in access to College of the Canyons for various ethnic groups, males /females, age groups, and students with disabilities represented in the community.*

<b><u>Activities</u></b>	<b><u>Progress as of March 2008</u></b>
<p>ACTIVITY 1.1 – Monitor access indicator for ethnic groups, males/females, various age groups, and individuals with disabilities represented in the community.</p>	<p>Follow-up analyses to be completed in Summer 2008 by the Office of Institutional Development and Technology.</p>
<p>ACTIVITY 1.2 – Develop programs to promote lifelong learning for individuals age 50 and older in the community.</p>	<p>Non-credit courses are being offered at various sites around the Santa Clarita Valley including Belcaro, Bouquet Canyon Senior Apartments, Canyon Country Senior Apartments, Castaic Lake Senior Village, Community Center, Friendly Valley Community Methodist Church, Santa Clarita Senior Center [ESL courses], and Valley Oaks Village. Nearly 900 students enrolled in courses designed for community members age 50 and older in the Spring 2007 and Fall 2007 semesters. The Office of Institutional Development is currently conducting a survey to assess the educational needs of community members age 50 and older. Results will be available by March 8, 2008.</p>
<p>ACTIVITY 1.3 – Identify untapped areas of the community where target populations might be eligible for support services offered at COC and increase marketing efforts in these areas.</p>	<p>Dr. Edel Alonso, Director of Counseling, Herlisa Hamp, Director of the Student Recruitment &amp; School Relations, and Brent Dennison, Box Office Manager represented the college at a Mexican American Community Fair in Newhall. Residents of Santa Clarita Valley, both English and Spanish speaking frequented the table learning about various education and career opportunities at COC. Herlisa Hamp also has regular office hours at all of the local high schools and makes it a point to reach out to all underrepresented students.</p>

**GOAL 1.** *To ensure equity in access to College of the Canyons for various ethnic groups, males / females, age groups, and students with disabilities represented in the community.*  
**Continued**

<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 1.4 – Identify faculty organizations to recruit more diverse applicants and investigate other methods of communication that might reach out to a more diverse faculty population.</p>	<p>Diane Fiero, V.P. Human Resources, presented a draft of her recent HR analysis of hiring at COC by candidate ethnicity to the Student Equity Plan Committee in September 2005. The report was later finalized in June of 2006 with additional hiring data added. Diane provided some history on the impact of Prop 209 (passed by voters in 1997), which dealt with eliminating affirmative action in the State of California. The Chancellor’s Office has now issued a Model EEO Policy to provide guidance to districts in preparing their own local district plans. This plan will include availability data based on qualified applicants within the State of California. The availability data is being gathered by the UCLA School of Research and Social Policy and should be available later this year. Some legal concerns over the model policy still exists and are being clarified by legal counsel for the Equal Employment and Diversity Employment Consortium of which Ms. Fiero is a member. Our district plan should be completed and adopted by mid 2009. However, the District continues to advertise very broadly and in a number of diverse publications and on diversity websites to encourage individuals from under represented backgrounds to apply for district positions.</p>

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**Continued**

<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 1.4 – Identify faculty organizations to recruit more diverse applicants and investigate other methods of communication that might reach out to a more diverse faculty population. <i>(continued)</i></p>	<p>COC’s HR office monitors and analyzes how advertising dollars are spent and adjusts spending as necessary. They have reviewed the advertising budget to evaluate its effectiveness and yet still maintain broad representation in publications that appeal to underrepresented groups. In addition, they utilize the Chancellor’s Office online job posting service and use emails to minimize costs.</p> <p>In addition to reviewing marketing strategies to ensure the most effective avenues are being pursued, Diane recently conducted an analysis utilizing COC hiring data from July 2002 – June 2006. For each employment category, the analysis looked at how many applied, number of completed applications, the number of applicants that met minimum qualifications, number invited to 1<sup>st</sup> interview, number who received a final interview, and individuals who were hired disaggregated by ethnicity. The analysis looked at differences overall and within ethnic categories. Diane reported back to the committee with copies of the full report at the October 2007 committee meeting. Diane did indicate that the College should consider providing additional; training for hiring committees regarding diversity, cultural proficiency and unconscious bias as well as follow up with focus groups of specific ethnicities to more thoroughly evaluate barriers they may have encountered in the hiring process</p> <p>Other notes: COC’s HR office now has a fully online employment application that was launched in early 2007. In addition, they are reviewing the adjunct hiring process because this is a pipeline for full-time faculty positions given that many of our current FTF were former adjuncts at COC.</p>

**GOAL 2.** *To identify the underlying factors that might account for the observed achievement gaps, defined as course success, among the various ethnic, age, and disability groups, and for males and females represented on campus and improve student success for all students.*

<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 2.1 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.</p>	<p>The first student focus group was conducted in Spring 2005 with underrepresented students. The results of this focus group, report recommendations, and action implications are presented in the “Student Equity Plan Committee: Student Focus Group #1 - Spring 2005” ad hoc report, which can be viewed on the intranet at <a href="http://www.canyons.edu:8081/Information/Reports/AdHoc.asp">http://www.canyons.edu:8081/Information/Reports/AdHoc.asp</a>.</p> <p>The second student focus group was conducted in Fall 2005 with DSP &amp; S students. The results of this focus group, report recommendations, and action implications will be available in April 2008.</p> <p>The committee did not conduct a focus group in Spring 2006. At this time there is not a need to collect additional input using focus groups but the committee will continue to assess the need for collecting feedback using this forum.</p>
<p>ACTIVITY 2.2 – Review College of the Canyons’ Annual Student Survey to determine if any items need to be added or revised.</p>	<p>No changes were made to the Spring 2007 4<sup>th</sup> Annual student Survey. One item on the Spring 2007 survey asked students to indicate the degree to which discrimination based on race, ethnicity, gender, or age was a problem or a barrier for them. While the majority of respondents indicated that they did not perceive discrimination based on race, ethnicity, gender, religion or disability to be a problem, a higher percentage of Asian / Pacific Islander students (<b>22 percent</b>) than any other group represented reported discrimination to be somewhat of a problem for them at COC (Latino-8%; African American-19%; Filipino-7%; White-5%). This report can be viewed on the intranet at <a href="http://www.canyons.edu:8081/Information/Reports/Numbered.asp">http://www.canyons.edu:8081/Information/Reports/Numbered.asp</a>.</p> <p>The Student Equity Plan Committee will review the survey items and make any necessary changes to the 5<sup>th</sup> Annual Student Survey to be administered in the Spring 2008 semester.</p>

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<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 2.3 – Assess usage of student support services by ethnicity, gender, age, and disability: Tutoring/Computing/Learning Lab, Counseling, EOPS / CARE, DSP&amp;S, MESA, CalWORKs, Transfer Center, and Student Health &amp; Wellness Center.</p>	<p>This analysis will be conducted by the Office of Institutional Development and Technology in Spring 2008 using Fall 2005 / Spring 2006 and Fall 2006 / Spring 2007 data. The Office of Institutional Development will need to work with the support service departments to obtain data on students utilizing their services that is captured in Datatel (e.g., program advisement and Transfer Center). The Committee will also look at the profile of student athletes as part of its analysis of student usage of support services / programs.</p>
<p>ACTIVITY 2.4 – Assess retention, success, and persistence rates of cohorts in the Gateway program (starting Spring 2007).</p>	<p>Matriculation has designed and funded a pilot project that it anticipates will have a profound impact on student success and persistence in Basic Skills classes. The Gateway-Emerging Scholars program is based on decades of research and pedagogy that affirm the utility of supplemental instruction especially when paired with an emphasis on teaching learning strategies. The pilot project will run for two semesters, fall 2007 and spring 2008 and include instructors and classes in English, Spanish, ESL, and math. Each section will be assigned a student Scholar specifically trained in teaching learning strategies to a developmental population.</p>
<p>ACTIVITY 2.5 – Apply principles of MESA program and implement successful MESA instructional activities (e.g., Academic Excellence Workshops) for other students on campus.</p>	<p>The Gateway-Emerging Scholars program was designed to integrate learning theory with program structure. The project piloted in Spring, 2007 with five instructors and seven student Scholars who taught nine workshops of two hours each. The workshops were open to all students from a designated Gateway class. Every element of the workshop was geared to developing self-regulated learners. Students were challenged, and supported, to be active participants and take responsibility for their own learning. Through the semester they worked on setting and meeting goals, developing the confidence to make a mistake, analyze it, and correct the error. The core intent is to develop the confidence that comes with self-mastery and to teach general principles of effective learning strategies.</p>

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<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 2.6 – Student Equity Plan Committee will provide representation on other campus committees including the Basic Skills Task Force and Enrollment Management and take into consideration issues related to student retention, success, and persistence that arise from these committees.</p>	<p>The Student Equity Plan will take into consideration and be sensitive to student retention, success and persistence issues that arise from other campus committees including Enrollment Management Team and the Basic Skills Task Force.</p>
<p>ACTIVITY 2.7 – The College will implement a Cultural Diversity Requirement as part of the general education A.A./A.S. requirements.</p>	<p>Completion of a minimum of 3 units from Anthropology 103, 210, 215; Biological Science 120; Business 126; Cinema 123; Communication Studies 256, 260; Early Childhood Education 160, 165; Education 200, 203; English 262, 270, 271, 273, 274, 280, 285; Geography 102; History 116, 117, 120, 130, 161, 191, 192, 193, 210, 230, 242, 243, 245; Philosophy 102, 220; Political Science 290; Psychology 230, 235, 240; Sign Language 110; Sociology 100, 101, 103, 105, 106, 110, 112, 151, 200, 207, 208, 210, 217, 230, 233 is required for all associate degree recipients.</p>
<p>ACTIVITY 2.8 - Conduct Academic CPR and Intensive workshops for students who are subject to dismissal.</p>	<p>Counseling faculty lead Academic CPR and Intensives workshops each fall and spring semester as critical components of a Matriculation designed intervention strategy. A total of 1,367 students who are subject to dismissal participated in Academic CPR Workshops from July 2005 through summer, 2007. A total of 462 students have participated in Intensive workshops from summer, 2005 through summer 2007. Attending an Intensive workshop allowed students to continue their enrollment without having to stay out one semester. Research study to examine impact of intervention strategies on academic performance-in progress.</p>

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<u>Activities</u>	<u>Progress as of March 2008</u>
ACTIVITY 2.9 – Cougar Mentor Program for students.	The Cougar Mentor Program is peer mentoring for first year students. In addition to providing peer mentoring to new students, the Cougar Mentor Program coordinates Student Success Workshops, conducts campus tours, and provides information about campus resources to new students. The Cougar Mentors also provide assistance with other activities that are aimed at helping new students become successful in their first year of college at College of the Canyons.
ACTIVITY 2.10 –Design a new orientation program using a student learning outcomes framework.	Chelley Maple, Matriculation Director and four core counseling and instructional faculty designed and implemented a state-of-the-art online orientation in Spring 2006. The multimedia interactive orientation celebrates COC faculty and the breadth and depth of its curriculum. It was designed to appeal to, and meet the needs of, students with different learning styles and to be 508 compliant. It teaches new students how to use campus resources effectively to reach their educational goals. The orientation is available in Spanish. Since 2006 over 26,000 students have gone through the orientation and obtained a registration date.
ACTIVITY 2.11 – Two orientation meetings for EOPS/CARE students: 1-One hour orientation for new students and 2-Fifteen to thirty-minute orientations for returning students.	The EOPS/CARE Director, Pamela Brogdon-Wynne, counselors, and staff conduct orientation meetings each semester for EOPS/CARE students. Students who have adhered to the Mutual Responsibility Contract are invited to attend small group orientations. Students who have not completed their contract and new students are invited to the hour long complete orientation as they need to be familiarized with the program.

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<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 2.12 – Conduct probation workshops and continue early alert intervention for EOPS/CARE students.</p>	<p>The EOPS/CARE Director, Pamela Brogdon-Wynne, counselors, and staff conduct probation workshops each semester for EOPS/CARE students having academic difficulty. In addition, the EOPS/CARE office notifies students in academic difficulty through the Early Alert program. Also, students on EOPS probation are given additional counseling appointments to work on specific goals. The EOPS program has initiated a new program for students on EOPS academic probation. The “Step Up” program serves to support probation students more consistently.</p>
<p>ACTIVITY 2.13 – Continue EOPS Peer Advisor program.</p>	<p>EOPS Peer Advisors receive concentrated training during Flex Week and are trained an additional hour each week during the academic semester. This training is done by professional counselors and consists of effective listening and helping skills.</p>
<p>ACTIVITY 2.14 – Continue MESA orientations and progress reports.</p>	<p>The MESA Director conducts two orientations each semester for MESA students. The orientation for new MESA students is offered to familiarize them with the program and its services. The orientation for continuing students is designed to encourage participation in career development and transfer preparation opportunities.</p> <p>MESA students must turn in Grades-in-Progress reports to the MESA Center prior to the withdraw deadline each semester.</p>

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<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 2.15 – Begin discussions with Human Resources to identify diversity awareness programs that can be brought to campus for professional development training for faculty, staff, and administrators, and ways to encourage full participation in diversity awareness programs.</p>	<p>The Student Equity Plan Committee began discussions with Diane Fiero, V.P. Human Resources in September 2005 to identify ways the Committee can be involved in bringing theoretically sound and effective diversity awareness programs to campus for professional development training. Diane Fiero recently presented a flex workshop titled “Designing the Diverse Future of our Campus Community” during the Spring 2008 Flex Week. The workshop provided an overview of COC’s current recruitment and hiring procedures used to attract diverse applicant pools. She also reviewed her report on Applicant Diversity at College of the Canyons, July 2002 to June 2006 to all attendees. In addition, the strategic goals for Human Resources were reviewed and a large section was devoted to EEO initiatives including:</p> <ul style="list-style-type: none"> <li>• Explore hiring an EEO Officer within the next couples of years.</li> <li>• Re-Establish the Faculty and Staff Diversity Advisory Committee as an active voice in the planning of our diversity program activities.</li> <li>• Revise our district EEO Plans to be in compliance with the Statewide model EEO Plan issued by the Chancellor’s Office. This process will provide an opportunity to utilize the Faculty and Staff Diversity Advisory Committee to assist us in this effort.</li> <li>• Evaluate the effectiveness of our recruitment efforts in attracting highly qualified diverse candidates for open positions for all employee groups and make adjustments where necessary.</li> <li>• Review our adjunct and adult hourly recruitment and hiring processed to ensure highly qualified and diverse applicant pools.</li> <li>• Review best practices of successful diversity programs statewide.</li> <li>• Maintain currency of our Selection Committee Representatives, through frequent updates on legal issues and timely training.</li> </ul>

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<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 2.15 – Begin discussions with Human Resources to identify diversity awareness programs that can be brought to campus for professional development training for faculty, staff, and administrators, and ways to encourage full participation in diversity awareness programs. <b>Continued</b></p>	<ul style="list-style-type: none"> <li>• Develop a diversity appreciation program that increases awareness and celebrates diversity on our campus and in our community. This would focus on Professional development offerings each semester, if possible with a community partner (i.e. The Hart District, the City or other local colleges).</li> </ul> <p>Cultural Proficiency workshops provided by Stephanie Graham from LACOE have been offered during FLEX week of Spring 2007 as well as at the Administrator’s Retreat in June 2007.</p> <p>A Cultural Proficiency workshop designed and presented to Student Business Office and the Admissions and Records Staff to ensure that all students receive quality customer service. Herlisa Hamp attended the National Conference on Race &amp; Ethnicity in Higher Education and was introduced to many great speakers that the Heritage Committee will invite to campus for future presentations. There was also a flex week panel that addressed the issues facing the lack of underrepresented students choosing teaching as a career interest.</p>
<p>ACTIVITY 2.16 – Expanded operation of tutoring lab for DSP&amp;S students for Fall, Spring, and Summer.</p>	<p>The DSP&amp;S lab was opened during Winter Intersession increasing available tutoring time by 54 hours.</p>
<p>ACTIVITY 2.17 – Continue early intervention for students in academic difficulty, Progress Reports, and one-on-one meetings (a minimum of 3x/semester) for DSP&amp;S students.</p>	<p>DSP&amp;S continues to issue progress reports for DSP&amp;S students and conduct individual meetings with students who are having difficulties.</p>

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<u>Activities</u>	<u>Progress as of March 2008</u>
ACTIVITY 2.18 – Continue DSP&S orientation for students with disabilities.	Each semester the DSP&S Orientation for General Studies classes is updated with pertinent information.
ACTIVITY 2.19 – Provide Flex workshops on “How to refer a student to DSP&S,” “What to expect with a deaf student,” Section 508 Compliance, and other relevant topics for demystifying teaching students with disabilities.	Jane Feurhelm will present a workshop titled “Assisting Students with Disabilities in the Classroom” on January 30, 2008. This workshop explores classroom accommodations for students with disabilities, including the responsibility of the instructor to provide accommodations, making online accessible, and what to do if a student asks for accommodations and is not a DSP&S student.  Spring 2008 DSP&S Advisory Board Meeting will be scheduled for March 2008.
ACTIVITY 2.20 – Meet individually with academic departments to identify their expectations of students with disabilities and to convey DSP&S expectations for academic departments.	As a result of meeting with the Physical Education department to address issues that students with disabilities may have with the PE courses, DSP&S, the Physical Education department and the Community Education office are exploring the possibilities of how best to serve this population of students enrolled in PE courses.  DSPS&S continues to meet with academic and college departments each year to address issues pertaining to developmental delayed students and their needs. March 2008, DSPS and Community Extension will meet to explore course opportunities that would be beneficial for these students.

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<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 2.21 – Recently hired DSP&amp;S Access Coordinator position.</p>	<p>Scott McAfee, DSP&amp;S Access Coordinator, is expanding services to DSP&amp;S students through alternate media. Campus climate is more aware of 508 compliance issues for Distance Education courses. Making sure that certain computer labs on campus and at remote sites are accessible is an ongoing process. Scott is currently developing in-house captioning procedures and best practices using CaptionMic and Camtasia; developing materials, presentations and best practices for veterans with disabilities in accordance with the Governor’s mandate to ensure our district is “military friendly” (Scott is also co-advisor of the COC Military Club); providing training on section 508 compliance and best practices; and creating a student manual for access features such as scanning operations, text-to-speech, and basic internet navigation/email.</p>
<p>ACTIVITY 2.22 – Explore online instructional and informational tools for instructors for working with DSP&amp;S students.</p>	<p>The Access Coordinator has incorporated 508 compliance issues on the DSP&amp;S website. Workshops have been offered to faculty/staff on making materials accessible when developing online classes.</p>
<p>ACTIVITY 2.23 – Explore widening course offerings to address the culturally diverse student population represented on campus.</p>	<p>As of Fall 2007, COC has 55 approved courses meeting the diversity requirement. Please see Appendix for a list of courses.</p>
<p>ACTIVITY 2.24 – Examine current Personal Development course offerings to determine if any curriculum revisions are needed in order to provide curriculum that appeals to all students regardless of ethnicity, gender, age, or disability.</p>	<p>Counseling 111 adopted a new textbook titled “Community College Experience” by Amy Baldwin that addresses the issue of diversity including the topics of prejudice, stereotypes, discrimination, and strategies for conflict resolution. The number of students taking Counseling 111 in 2006/07 was 546 (Fall 2006, Winter 2007, Spring 2007 and Summer 2007).</p>

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<u>Activities</u>	<u>Progress as of March 2008</u>
ACTIVITY 2.25 – Continue Student Equity Plan Committee meetings.	The Student Equity Plan Committee meets monthly throughout the Fall and Spring semesters.

**GOAL 3.** *To identify underlying factors which might be contributing to discrepant achievement gaps by ethnicity, gender, age, and disability for ESL and basic skills completion and to improve students’ ESL and basic skills completion rates.*

<u>Activities</u>	<u>Progress as of March 2008</u>
ACTIVITY 3.1 – Gather additional data on basic skills completion by ethnicity, gender, age, and disability.	Follow-up analyses to be completed in Spring and Summer 2008 by the Office of Institutional Development and Technology.
ACTIVITY 3.2 - Assess success of cohorts in the Gateway pilot program (starting Spring 2007).	Data has been collected on participating students from the Fall 2007 semester and will be analyzed in Spring 2008. The report will be updated in Summer 2008 when final data are available.
ACTIVITY 3.3 – Analyze results of focus groups conducted in Spring 2005, Fall 2006, and Spring 2006.	<p>The first student focus group was conducted in Spring 2005 with underrepresented students. The results of this focus group, report recommendations, and action implications are presented in the “Student Equity Plan Committee: Student Focus Group #1 - Spring 2005” ad hoc report, which can be viewed on the intranet at <a href="http://www.canyons.edu:8081/Information/Reports/AdHoc.asp">http://www.canyons.edu:8081/Information/Reports/AdHoc.asp</a>.</p> <p>The second student focus group was conducted in Fall 2005 with DSP &amp; S students. The results of this focus group, report recommendations, and action implications will be available in April 2008.</p> <p>The committee did not conduct a focus group in Spring 2006. At this time there is not a need to collect additional input using focus groups but the committee will continue to assess the need for collecting feedback using this forum.</p>

**GOAL 3.** *To identify underlying factors which might be contributing to discrepant achievement gaps by ethnicity, gender, age, and disability for ESL and basic skills completion and to improve students’ ESL and basic skills completion rates. **Continued***

<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 3.4 – Provide outreach counseling to students in basic skills courses.</p>	<p>In Spring and summer 2007, the counseling faculty visited 25 sections of ENG 081 classes to:</p> <ol style="list-style-type: none"> <li>1. Encourage students to set an educational goal</li> <li>2. Invite students to schedule a counseling appointment for the purpose of developing an educational plan</li> <li>3. Distribute and collect a survey assessing student interest in career technical certificate programs.</li> </ol> <p>The counselors spoke to 336 students. The 178 students who checked they were interested in an appointment with a counselor received a follow-up phone call and e-mail message. Of those 178 contacted, 58 students attended a counseling appointment. Of those 58 students, 31 had their first appointment with a counselor. Students who requested information about any of the career technical certificate programs were mailed information about the course requirements for the individual certificates.</p> <p>The counseling faculty visited all 26 sections of ENG 081 in Fall 2007 and all 16 sections in spring 2008. The counselors are now following up with this year’s students to mail requested information and schedule individual counseling appointments.</p>

**GOAL 4.** *To identify barriers to students’ achievement of degree and / or certificate goals and to improve the degree and certificate completion rates for various ethnic groups, age groups, males/females, and students with disabilities represented on campus.*

<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 4.1 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.</p>	<p>The first student focus group was conducted in Spring 2005 with underrepresented students. The results of this focus group, report recommendations, and action implications are presented in the “Student Equity Plan Committee: Student Focus Group #1 - Spring 2005” ad hoc report, which can be viewed on the intranet at <a href="http://www.canyons.edu:8081/Information/Reports/AdHoc.asp">http://www.canyons.edu:8081/Information/Reports/AdHoc.asp</a>.</p> <p>The second student focus group was conducted in Fall 2005 with DSP &amp; S students. The results of this focus group, report recommendations, and action implications will be available in April 2008.</p>

**GOAL 4.** *To identify barriers to students’ achievement of degree and / or certificate goals and to improve the degree and certificate completion rates for various ethnic groups, age groups, males/females, and students with disabilities represented on campus.*  
**Continued**

<b><u>Activities</u></b>	<b><u>Progress as of March 2008</u></b>
ACTIVITY 4.1 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006. <i>Continued</i>	The committee did not conduct a focus group in Spring 2006. At this time there is not a need to collect additional input using focus groups but the committee will continue to assess the need for collecting feedback using this forum.
ACTIVITY 4.2 – Conduct Academic CPR and Intensives workshops for students who are subject to dismissal.	Counseling faculty lead Academic CPR and Intensives workshops each fall and spring semester as critical components of a Matriculation designed intervention strategy. A total of 1,367 students who are subject to dismissal participated in Academic CPR Workshops from July 2005 through summer, 2007. A total of 462 students have participated in Intensive workshops from summer, 2005 through summer 2007. Attending an Intensive workshop allowed students to continue their enrollment without having to stay out one semester. A research study to examine the impact of our intervention strategies on academic performance is in progress.
ACTIVITY 4.3 – Implement online degree audit as indicated in the College’s Title III grant.	For the 2006-07 academic year, students processed 2,845 official transcript requests online. Official transcript requests were added in March 2007 so we don’t have a comparison to 2005-06. This is the first step in the online degree audit system. Plans are to go “live” with the degree audit system in late Spring 2008.
ACTIVITY 4.4 - The Counseling Office will offer workshops designed to help continuing students select their courses for next semester.	A total of 264 students attended the 20 “How to Choose Next Semester Classes” Workshop that the Counseling Department offered from July 2005 to April 2006.

**GOAL 4.** *To identify barriers to students’ achievement of degree and / or certificate goals and to improve the degree and certificate completion rates for various ethnic groups, age groups, males/females, and students with disabilities represented on campus.*  
**Continued**

<b><u>Activities</u></b>	<b><u>Progress as of March 2008</u></b>
<p>ACTIVITY 4.4 - The Counseling Office will offer workshops designed to help continuing students select their courses for next semester. <i>Continued</i></p>	<p>In January 2008, the Counseling Department launched two online versions of the in-person “How to Choose Next Semester Classes” workshops. These online tutorials are multimedia presentations with audio, text, and visuals that are 508 compliant so that all students including those who have hearing and visual impairment have 24 hour access. One workshop specifically presents course planning resources and strategies for students whose goal is to earn a career technical certificate of completion. The second workshop presents course planning resources and strategies for students whose goal is to earn an Associate Degree. From January to March 2008, a total of 98 students have accessed and completed the two online tutorials on How to Choose Next Semester’s Classes.</p> <p>Two additional versions of this online tutorial will be available by April 2008. One will address the course planning needs of students whose goal is to transfer to the University of California and the second addresses course planning for students whose goal is to transfer to the California State University system.</p>
<p>ACTIVITY 4.5 – Implement online counseling services to provide 24 hour access to counseling.</p>	<p>In 2005, the Counseling Department purchased and implemented e-SARS, a software program that allows students to view the availability of counseling appointments and to book appointments online. Beginning in August 2007, this same online service allows students the option of scheduling a counseling appointment with a counselor of their choice including to one who speaks Spanish or another who speaks Arabic. In 2006-07, 1365 appointments were scheduled using the online scheduling program.</p>

**GOAL 4.** *To identify barriers to students' achievement of degree and / or certificate goals and to improve the degree and certificate completion rates for various ethnic groups, age groups, males/females, and students with disabilities represented on campus.*  
**Continued**

<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 4.5 – Implement online counseling services to provide 24 hour access to counseling. <i>Continued</i></p>	<p>In summer 2007, the Counseling Department Web Pages were redesigned to improve online access to counseling information and services.</p> <p>For the 2007-08 academic year, 2 additional online services have been implemented to provide students 24-hour access to counseling:</p> <ol style="list-style-type: none"> <li>1. An online counselor is available daily to respond to online counseling questions within 24 hours Monday through Thursday.</li> <li>2. A series of 7 online counseling tutorials were launched in January 2008. These multimedia presentations are 508 compliant to ensure access by students who are hearing or visually impaired. <ul style="list-style-type: none"> <li>• How to Read a COC Transcript</li> <li>• How to Read the Schedule of Classes</li> <li>• How to Register Online for Classes</li> <li>• How to Schedule Classes if the Educational Goal is to Earn a Certificate</li> <li>• How to Schedule Classes if the Educational Goal is to Earn an Associate Degree</li> <li>• How to Search for Class Sections</li> <li>• How to Use assist.org for Transfer Planning</li> </ul> </li> </ol> <p>Two additional tutorials are scheduled to be available online by April 2008:</p> <ol style="list-style-type: none"> <li>1. How to Schedule Classes if the Educational Goal is to Transfer to a CSU</li> <li>2. How to Schedule Classes if the Educational Goal is to Transfer to a UC</li> </ol> <p>The Counseling Department has purchased DATATEL's Colleague's Online Educational Plan software. Currently a subcommittee of the Student Services Innovation Team is working with MIS and planning the implementation of this electronic educational plan. The goal is to have the online educational plan available to students in fall 2008.</p>

**GOAL 4.** *To identify barriers to students’ achievement of degree and / or certificate goals and to improve the degree and certificate completion rates for various ethnic groups, age groups, males/females, and students with disabilities represented on campus.*  
**Continued**

<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 4.6 – Increase counseling office hours and services.</p>	<p>In fall 2007, the Counseling Department increased counseling services by assigning a counselor at the Drop-In Desk for quick consultations during all open office hours Monday through Thursday, 8 AM to 7 PM and Friday 8, AM to 4 PM. Prior to fall 2007, counselors were available for consultation at the Drop-In Desk on a limited basis.</p> <p>In January 2008, the Counseling Department increased counseling services by offering office hours with a paraprofessional Program Advisor on Saturday, 9 AM to 2 PM.</p> <p>In fall 2007, a counselor was available at the new Canyon Country Campus two days and one evening per week. Beginning January 2008, there is a full-time counselor assigned to the Canyon Country Campus and the Counseling Office at CCC is now open Monday through Wednesday, 8:30 AM to 3:30 PM, Thursday, 8:30 AM to 7 PM, and Friday 10 AM to 3:30 PM.</p>

**GOAL 5.** *To identify barriers to students’ achievement of their transfer goal and to improve transfer rates.*

<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 5.1 – Conduct further analyses on students in the Fall 1999 transfer cohort by ethnicity, gender, age, and disability.</p>	<p>Follow-up analyses to be completed in Spring and Summer 2008 by the Office of Institutional Development and Technology. A new cohort using Fall 2001 will be identified and transfer data using the National Student Loan Clearinghouse in addition to behavioral measures such as number of students completing a minimum of 12 units and attempting a transfer level course in mathematics or English and transfer after or more (up to six) years.</p>

**GOAL 5.** *To identify barriers to students’ achievement of their transfer goal and to improve transfer rates. Continued*

<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 5.2 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.</p>	<p>The first student focus group was conducted in Spring 2005 with underrepresented students. The results of this focus group, report recommendations, and action implications are presented in the “Student Equity Plan Committee: Student Focus Group #1 - Spring 2005” ad hoc report, which can be viewed on the intranet at <a href="http://www.canyons.edu:8081/Information/Reports/AdHoc.asp">http://www.canyons.edu:8081/Information/Reports/AdHoc.asp</a>.</p> <p>The second student focus group was conducted in Fall 2005 with DSP &amp; S students. The results of this focus group, report recommendations, and action implications will be available in April 2008.</p> <p>The committee did not conduct a focus group in Spring 2006. At this time there is not a need to collect additional input using focus groups but the committee will continue to assess the need for collecting feedback using this forum.</p>
<p>ACTIVITY 5.3 – Track transfer data using the National Student Loan Clearinghouse and the annual University Center survey, disaggregated by age, to assess impact of the University Center on transfers for students age 25-54.</p>	<p>Follow-up analyses to be completed in Spring and Summer 2008 by the Office of Institutional Development and Technology.</p>
<p>ACTIVITY 5.4 – The Student Equity Plan Committee will collaborate with the Transfer Office on how to improve the transfer rates of students who indicate their educational goal to be to transfer to a four-year institution.</p>	<p>The Office of Institutional Development and Technology will be working with MIS in Summer 2008 to upload all COC student transfer data obtained from the National Student Loan Clearinghouse into Datatel. This will enable the Transfer Center and the College easier access to transfer data for special populations (e.g., MESA, Athletes, etc.) as well as cohort tracking in future research projects.</p>

**GOAL 5.** *To identify barriers to students’ achievement of their transfer goal and to improve transfer rates. **Continued***

<u>Activities</u>	<u>Progress as of March 2008</u>
<p>ACTIVITY 5.4 – The Student Equity Plan Committee will collaborate with the Transfer Office on how to improve the transfer rates of students who indicate their educational goal to be to transfer to a four-year institution. <i>Continued</i></p>	<p>The Transfer Center collaborated with Student Recruitment &amp; School Relations to expose COC students to more 4 year colleges and universities. The 2007 Transfer Day was combined with the Santa Clarita Valley College Day which had over 5,000 attendees. There were more than 60 colleges available to share transfer information with our students and several workshops to help them prepare for the transfer process.</p>
<p>ACTIVITY 5.5 – Begin development of an online alumni directory that would provide current students access to MESA, EOPS/CARE, DSP&amp;S, Athlete, Transfer, and PACE alumni who have transferred to four-year institutions.</p>	<p>Currently MESA and EOPS/CARE host on-campus activities whereby current students can connect with alumni who have transferred to four-year institutions. MESA invites alumni to campus at least once per semester to talk with current students about their transfer experiences. MESA is also working on an alumni directory. The Committee will gather information on other activities whereby departments or programs bring alumni on campus to talk with current students about their transfer experiences.</p> <p>EOPS/CARE has developed an Alumni Directory. Each spring an Alumni Forum is held where alumni and students have dinner and the alumni provide the EOPS/CARE students with valuable transfer and life information.</p>

### **Additional Accomplishments**

- DSP&S began offering counseling at the Canyon Country Center one day each week in Fall 2007.
- DSP&S will expand counseling availability in Spring 2008 with the addition of a 60% counselor.
- DSP&S will begin offering GS-093 in Spring 2008 to help students with disabilities to be successful in online classes.
- EOPS/CARE expanded to offer Peer Advising at the Canyon Country Campus on Wednesday mornings.
- Counseling began offering counseling at the Canyon Country Center 2 days each week in Fall 2007.
- Counseling expanded counseling services to 5 days per week and 1 evening in Spring 2008.

### **Additional Goals**

- EOPS/CARE will initiate an on-line orientation in Fall 2008.
- Activities 3.4, 4.5 and 4.6 are new additions to the Student Equity Plan as of 2007-08.
- The Student Equity Plan Committee will work with the V.P. of Human Resources to implement an action plan to infuse cultural competency workshops into professional develop training for all staff, faculty, managers and administrators to include information for persons with disabilities, diverse cultural/ethnic backgrounds, gender differences, and various age groups represented on campus.
- The Student Equity Plan Committee will present the 2008 Progress Report to the Academic Senate in Spring 2008.
- The Student Equity Plan Committee will conduct a Flex workshop for faculty in Fall 2008.
- The Heritage Committee will produce a publication highlighting the committee's activities that will be included in the faculty packets for Fall 2008.

### **Action Implications Resulting from 1<sup>st</sup> Student Equity Plan Focus Group**

- The Heritage Committee, Associated Student Government, and International Student Services will work collaboratively to coordinate cultural events to celebrate the diverse ethnic groups represented on campus. The COC Heritage Committee continues its goal of providing the COC community with two cultural events each semester.
- The Heritage Committee will establish a display case which will showcase the diverse cultures represented on campus. In addition, the cultural display case will serve as a communication tool for the various cultural activities occurring on campus by providing an annual calendar of cultural activities planned on campus.

The Heritage Committee will also include a picture of ASG members in the cultural display case along with officer bios to bring awareness to the diverse leadership representation on campus.

- The Associated Student Government will include a “cultural corner” in their Paw Prints newsletter to highlight the various ethnic groups represented on campus. In addition to ASG contributions to the “cultural corner,” the ASG will solicit student contributions from various groups (e.g., MESA, International Students Program, EOPS/CARE, etc.) and other interested students enrolled in courses meeting the College’s diversity requirement.
- The online orientation was revamped to show the diverse representation on campus. The online orientation video clips showcase faculty and students from a variety of ethnic and age groups to underscore the diverse representation on campus.

**Appendix**  
**Courses that Meet the Diversity Requirement**

1. ANTHRO 103	Cultural Anthropology
2. ANTHRO 210	Indians of California
3. ANTHRO 215	Indians of the Southwestern U.S.
4. BIOSCI 120	Women & Minorities in Science and Math
5. BUS 126	Managing Diversity in the Workplace
6. CINEMA 123	American Cinema: Crossing Cultures
7. COMS 256	Intercultural Communication
8. COMS 260	Communication and Gender
9. ECE 160	Understanding & Education of Exceptional Children
10. ECE 165	Teaching Children in a Diverse Community
11. EDUC 200	Introduction to Special Education
12. EDUC 203	Education in a Diverse Society
13. ENGL 262	American Multicultural Literature
14. ENGL 270	Introduction to African American Literature
15. ENGL 271	Mythology
16. ENGL 273	World Literature I
17. ENGL 274	World Literature II
18. ENGL 280	Women's Literature
19. ENGL 285	Jewish American Literature
20. GEOG 102	Cultural Geography
21. HIST 116	The African American Experience in the U.S. 1619-1877
22. HIST 117	The African American Experience in the U.S. 1870 - Present
23. HIST 120	The Role of Women in the History of the U.S.
24. HIST 130	Social and Cultural History of the U.S.
25. HIST 161	World History I
26. HIST 193	History of India
27. HIST 191	History of Eastern Civilization I
28. HIST 192	History of Eastern Civilization II
29. HIST 210	History of California
30. HIST 230	History of American Indians
31. HIST 242	History of Modern Latin America
32. HIST 243	History of Mexico and the Mexican and Chicano Peoples
33. HIST 245	History of the Americas
34. PHILOS 102	Introduction to Eastern Religion and Philosophy
35. PHILOS 220	Introduction to Comparative Religion
36. POLSCI 290	Ethnic and Gender Politics
37. PSYCH 230	Human Sexuality
38. PSYCH 235	Psychology of Gender Roles
39. PSYCH 240	Abnormal Psychology
40. SIGN 110	American Deaf Culture
41. SOCI 100	Chicano/a Culture
42. SOCI 101	Introduction to Sociology
43. SOCI 103	The Changing Family
44. SOCI 105	Multiculturalism in the US
45. SOCI 106	Racial and Ethnic Relations in US Society

46. SOCI 110	Self and Society
47. SOCI 112	Urban Culture and City Life
48. SOCI 151	Juvenile Delinquency
49. SOCI 200	Introduction to Women's Studies
50. SOCI 207	Social Problems
51. SOCI 208	Sociology of Death and Dying
52. SOCI 210	Sociology of Deviance, Crime and Social Control
53. SOCI 217	Global Social Problems
54. SOCI 230	Sociology of Sexualities
55. SOCI 233	Sociological Issues of Life and Longevity

# **College of the Canyons**

## **Student Equity Plan Progress Report**

**July 2006**

### **Committee Members:**

Daylene Meuschke, Co-Chair  
Pamela Brogdon-Wynne, Co-Chair  
Edel Alonso, Member  
Jane Feuerhelm, Member  
Sara Gonzales, Member  
Allison Korse-Devlin, Member  
Michael Wilding, Member  
Michael Dermody, Academic Senate President  
Annie Yang, ASG President and Student Representative  
Belinda Vasquez, Vice President, Activities  
Gilbert Vasquez, Public Affairs Officer

## **Student Equity Plan Progress Report**

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College of the Canyons Student Equity Plan Committee presented the 2005 Student Equity Plan to the Board of Trustees on January 19, 2005. The Plan was the result of the Committee's establishment of action implications (a.k.a., activities in the Student Equity Plan) in response to data analyses conducted during the Spring 2004 and Fall 2004 semesters. The College's Institutional Development and Technology Office conducted a series of analyses in 2004 to identify any achievement gaps and / or inequities for various ethnic groups, males and females, age groups, and disability groups represented on campus. This series of analyses were conducted in response to the Chancellor's Office mandate for all California Community Colleges to develop a Student Equity Plan using the guidelines set by the Chancellor's Office. The following sections detail the target groups, goals, activities, and resources listed in the College's plan. This document provides a summary of the progress to date for each of the activities listed in College of the Canyons 2005 Student Equity Plan.

### **TARGET GROUPS:**

***Ethnicity:*** Ethnic groups were identified using the Chancellor's Office UST referential files. Groups included in the analyses were Native American, Asian/Pacific Islander, African American, Filipino, Latino, and White/Caucasian.

***Gender:*** Gender was obtained using the Chancellor's Office UST referential files.

***Age:*** Age was obtained using the Chancellor's Office UST referential files. Ages of students were grouped into the following categories 18-24, 25-54, and 55 years and older.

***Disability:*** Disability was obtained from the Chancellor's Office USD referential files. All disability categories were combined due to low sample sizes per category for the degree and certificate completion indicator. Combined primary disability categories included Acquired Brain Injury, Hearing Impaired, Learning Disabled, Mobility Impaired, Other Disability, Psychological Disability, Speech/Language Impaired, and Visually Impaired. For the access indicator, the disability category used from the census data was "non-institutionalized;" therefore, disability groups at College of the Canyons were combined for the access indicator. All other analyses (retention, success, basic skills progression, and transfer) defined disability groups into two categories at the advisement of the DSP&S Director. These categories were Learning Disability/Other Disability and Psychological Disability. Categories not included in the analysis due to their low sample sizes include Acquired Brain Injury, Hearing Impaired, Mobility Impaired, Speech/Language Impaired, and Visually Impaired.

**GOALS and ACTIVITIES:**

**GOAL 1.** *To ensure equity in access to College of the Canyons for various ethnic groups, males /females, age groups, and students with disabilities represented in the community.*

<b><u>Activities</u></b>	<b><u>Progress as of May 2006</u></b>
<p>ACTIVITY 1.1 – Monitor access indicator for ethnic groups, males/females, various age groups, and individuals with disabilities represented in the community.</p>	<p>Follow-up analyses to be completed in Summer 2006 by the Office of Institutional Development and Technology.</p>
<p>ACTIVITY 1.2 – Develop programs to promote lifelong learning for individuals age 50 and older in the community.</p>	<p>Non-credit courses are being offered at various sites around the Santa Clarita Valley including Belcaro, Bouquet Canyon Senior Apartments, Canyon Country Senior Apartments, Castaic Lake Senior Village, Community Center, Friendly Valley Community Methodist Church, Santa Clarita Senior Center [ESL courses], and Valley Oaks Village.</p>
<p>ACTIVITY 1.3 – Identify untapped areas of the community where target populations might be eligible for support services offered at COC and increase marketing efforts in these areas.</p>	<p>Latino outreach in Val Verde and Newhall have been identified as areas where additional outreach is needed. The College did outreach for the Fall 2005 term in Newhall outside of a popular market. Counseling faculty did outreach for Spring 2006 to the Teen Group at the Community Center and to a bilingual Spanish-speaking group of parents at Hart H.S. More outreach activities are planned for the summer.</p>
<p>ACTIVITY 1.4 – Identify faculty organizations to recruit more diverse applicants and investigate other methods of communication that might reach out to a more diverse faculty population.</p>	<p>Diane Fiero, V.P. Human Resources, presented her recent HR analysis of hiring at COC by candidate ethnicity to the Student Equity Plan Committee in September 2005. Diane provided some history on the impact of Prop 209 (1997), which dealt with eliminating affirmative action for applicants. The Chancellor’s Office upheld the legal decision and HR offices cannot use the word “diversity” in marketing and recruitment materials. They can only track by disability.</p>

**GOAL 1.** *To ensure equity in access to College of the Canyons for various ethnic groups, males / females, age groups, and students with disabilities represented in the community.*  
**Continued**

<u>Activities</u>	<u>Progress as of May 2006</u>
<p>ACTIVITY 1.4 – Identify faculty organizations to recruit more diverse applicants and investigate other methods of communication that might reach out to a more diverse faculty population. <i>(continued)</i></p>	<p>COC’s HR office monitors how advertising dollars are spent and adjusts spending as necessary. They have cleaned up the advertising budget to balance what’s effective with the need. In addition, they utilize the Chancellor’s Office online job posting service and use emails to minimize costs.</p> <p>In addition to cleaning up the marketing strategies to ensure the most effective avenues are being pursued, Diane recently conducted an analysis utilizing COC hiring data from July 2002 – December 2004. For each employment category, the analysis looked at how many applied, number of completed applications, the number of applicants that met minimum qualifications, number invited to 1<sup>st</sup> interview, number who received a final interview, and individuals who were hired disaggregated by ethnicity. The analysis looked at differences overall and within ethnic categories. Diane will report back to the committee with more detailed numbers (i.e., the Excel spreadsheet with the data) at the February 2006 committee meeting. Diane did indicate that the College should consider providing education for committees regarding diversity, particularly with faculty hiring committees.</p> <p>HR is waiting on a Model EEO Plan from the Chancellor’s Office, which they hope to adopt by Spring 2006.</p> <p>Other notes: COC’s HR office is aiming to have the online application ready by January 2006. In addition, they are monitoring the adjunct hiring process because this is a pipeline for full-time faculty positions given that many of our current FTF were former adjuncts at COC.</p>

**GOAL 2.** *To identify the underlying factors that might account for the observed achievement gaps, defined as course success, among the various ethnic, age, and disability groups, and for males and females represented on campus and improve student success for all students.*

<u>Activities</u>	<u>Progress as of May 2006</u>
<p>ACTIVITY 2.1 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.</p>	<p>The first student focus group was conducted in Spring 2005 with underrepresented students. The second student focus group was conducted in Fall 2005 with DSP&amp; S students. In Fall 2006, one focus group will be conducted with students below the age of 25 and a second focus group will be conducted with students above the age of 24.</p>
<p>ACTIVITY 2.2 – Review College of the Canyons’ Annual Student Survey to determine if any items need to be added or revised.</p>	<p>No changes were made to the Spring 2005 2<sup>nd</sup> Annual student Survey. One item asks students to indicate the degree to which discrimination based on race, ethnicity, gender, or age was a problem or a barrier for them. While the majority of respondents indicated that they did not perceive discrimination based on race, ethnicity, gender, religion or disability to be a problem, a higher percentage of Asian / Pacific Islander students (<b>21 percent</b>) than any other group represented reported discrimination to be somewhat of a problem for them at COC (Latino-15%; African American-13%; Filipino-13%; White-5%). This report can be viewed on the intranet at <a href="http://www.canyons.edu:8081/Information/Reports/Numbered.asp">http://www.canyons.edu:8081/Information/Reports/Numbered.asp</a>. The Student Equity Plan Committee will review the survey items and make any necessary changes to the 3<sup>rd</sup> Annual Student Survey to be administered in the Spring 2006 semester.</p>
<p>ACTIVITY 2.3 – Assess usage of student support services by ethnicity, gender, age, and disability: Tutoring/Computing/Learning Lab, Counseling, EOPS / CARE, DSP&amp;S, MESA, CalWORKs, Quest, Transfer Center, and Student Health &amp; Wellness Center.</p>	<p>This analysis will be conducted by the Office of Institutional Development and Technology in Summer 2006 using Fall 2005 and Spring 2006 data.</p>

**GOAL 2.** *To identify the underlying factors that might account for the observed achievement gaps, defined as course success, among the various ethnic, age, and disability groups, and for males and females represented on campus and improve student success for all students. **Continued***

<u>Activities</u>	<u>Progress as of May 2006</u>
ACTIVITY 2.4 – Assess retention, success, and persistence rates of cohorts in the Quest program (starting Fall 2005).	The Quest program has not been implemented. Once this program is implemented, the Office of Institutional Development and Technology will track student retention and success data.
ACTIVITY 2.5 – Apply principles of MESA program and implement successful MESA instructional activities (e.g., Academic Excellence Workshops) for other students on campus.	The Committee will begin work on this activity in Fall 2006.
ACTIVITY 2.6 – Student Equity Plan Committee will coordinate research activities with College of the Canyons’ Student Retention, Success and Persistence Committee.	The Student Equity Plan and Student Retention, Success, and Persistence Committees held the first joint meeting to discuss research projects focused on student retention and success on March 27, 2006.
ACTIVITY 2.7 – The College will implement a Cultural Diversity Requirement as part of the general education A.A./A.S. requirements.	Completion of a minimum of 3 units from Anthropology 103, 210, 215; Biological Science 120; Business 126; Communication Studies 256, 260; Early Childhood Education 160, 165; Education 200, 203; English 262, 270, 271, 273, 274, 280; Geography 102; History 116, 117, 120, 130, 191, 192, 210, 230, 242, 243, 245; Philosophy 102, 220; Political Science 290; Psychology 230, 235, 240; Sign Language 110; Sociology 100, 101, 103, 105, 106, 110, 151, 200, 207, 208, 210, 230, 233 is required for all associate degree recipients.

**GOAL 2.** *To identify the underlying factors that might account for the observed achievement gaps, defined as course success, among the various ethnic, age, and disability groups, and for males and females represented on campus and improve student success for all students. Continued*

<u>Activities</u>	<u>Progress as of May 2006</u>
<p>ACTIVITY 2.8 - Conduct Academic CPR and Intensive workshops for students who are subject to dismissal.</p>	<p>Counseling faculty lead Academic CPR and Intensives workshops each fall and spring semester as critical components of a Matriculation designed intervention strategy. A total of 488 students who are subject to dismissal participated in Academic CPR Workshops from July 2005 to May 2006. A total of 151 students have participated in the Intensive workshops, 88 students in summer 2005 and 63 students in winter 2006. Attending the Intensive workshop allowed students who would otherwise have been dismissed from the College to continue their enrollment.</p>
<p>ACTIVITY 2.9 – Cougar Mentor Program for students.</p>	<p>The Cougar Mentor Program is peer mentoring for first year students. In addition to providing peer mentoring to new students, the Cougar Mentor Program coordinates Student Success Workshops, conducts campus tours, and provides information about campus resources to new students. The Cougar Mentors also provide assistance with other activities that are aimed at helping new students become successful in their first year of college at College of the Canyons.</p>
<p>ACTIVITY 2.10 –Design a new orientation program using a student learning outcomes framework.</p>	<p>Chelley Maple, Matriculation Director and four core counseling and instructional faculty designed and implemented a state-of-the-art online orientation in Spring 2006. The multimedia interactive orientation celebrates COC faculty and the breadth and depth of its curriculum. It was designed to appeal and meet the needs of students with different learning styles and to be 508 compliant. It teaches new students how to use campus resources effectively to reach their educational goals. The orientation will be available in Spanish.</p>

**GOAL 2.** *To identify the underlying factors that might account for the observed achievement gaps, defined as course success, among the various ethnic, age, and disability groups, and for males and females represented on campus and improve student success for all students. Continued*

<u>Activities</u>	<u>Progress as of May 2006</u>
<p>ACTIVITY 2.11 – Two orientation meetings for EOPS/CARE students: 1-One hour orientation for new students and 2-Fifteen to thirty-minute orientations for returning students.</p>	<p>The EOPS/CARE Director, Pamela Brogdon-Wynne, counselors, and staff conduct orientation meetings each semester for EOPS/CARE students. Students who have adhered to the Mutual Responsibility Contract are invited to attend small group orientations. Students who have not completed their contract and new students are invited to the hour long complete orientation as they need to be familiarized with the program.</p>
<p>ACTIVITY 2.12 – Conduct probation workshops and continue early alert intervention for EOPS/CARE students.</p>	<p>The EOPS/CARE Director, Pamela Brogdon-Wynne, counselors, and staff conduct probation workshops each semester for EOPS/CARE students having academic difficulty. In addition, the EOPS/CARE office notifies students in academic difficulty through the Early Alert program. Also, students on EOPS probation are given additional counseling appointments to work on specific goals.</p>
<p>ACTIVITY 2.13 – Continue EOPS Peer Advisor program.</p>	<p>EOPS Peer Advisors receive concentrated training during Flex Week and are trained an additional hour each week during the academic semester. This training is done by professional counselors and consists of effective listening and helping skills.</p>
<p>ACTIVITY 2.14 – Continue MESA orientations and progress reports.</p>	<p>The MESA Director conducts two orientations each semester for MESA students. The orientation for new MESA students is offered to familiarize them with the program and its services. The orientation for continuing students is designed to encourage participation in career development and transfer preparation opportunities.</p> <p>MESA students must turn in Grades-in-Progress reports to the MESA Center prior to the withdraw deadline each semester.</p>

**GOAL 2.** *To identify the underlying factors that might account for the observed achievement gaps, defined as course success, among the various ethnic, age, and disability groups, and for males and females represented on campus and improve student success for all students. **Continued***

<u>Activities</u>	<u>Progress as of May 2006</u>
<p>ACTIVITY 2.15 – Begin discussions with Human Resources to identify diversity awareness programs that can be brought to campus for professional development training for faculty, staff, and administrators, and ways to encourage full participation in diversity awareness programs.</p>	<p>The Student Equity Plan Committee began discussions with Diane Fiero, V.P. Human Resources in September 2005 to identify ways the Committee can be involved in bringing theoretically sound and effective diversity awareness programs to campus for professional development training.</p> <p>Edel Alonso and Pamela Brogdon-Wynne attended a presentation given by Tim Wise at the Los Angeles Screen Actors Guild. They were quite impressed with Mr. Wise and recommend that he be brought to College of the Canyons in Fall 2006 as a theoretically sound and effective diversity speaker. Pamela and Leslie Carr attended a diversity training workshop by Stephanie Graham, a consultant from the L.A. County Office of Education. Pamela, Leslie, and Edel recommend that she be brought to College of the Canyons as a diversity trainer in either Spring or Fall 2006. Edel and Pamela continue to work with Dianne Fiero and Leslie Carr to secure cultural proficiency trainers.</p>
<p>ACTIVITY 2.16 – Expanded operation of tutoring lab for DSP&amp;S students for Fall, Spring, and Summer.</p>	<p>The DSP&amp;S lab was opened during Winter Intersession increasing available tutoring time by 54 hours.</p>
<p>ACTIVITY 2.17 – Continue early intervention for students in academic difficulty, Progress Reports, and one-on-one meetings (a minimum of 3x/semester) for DSP&amp;S students.</p>	<p>DSP&amp;S continues to issue progress reports for DSP&amp;S students and conduct individual meetings with students who are having difficulties.</p>
<p>ACTIVITY 2.18 – Continue DSP&amp;S orientation for students with disabilities.</p>	<p>Each semester the DSP&amp;S Orientation for General Studies classes is updated with pertinent information.</p>

**GOAL 2.** *To identify the underlying factors that might account for the observed achievement gaps, defined as course success, among the various ethnic, age, and disability groups, and for males and females represented on campus and improve student success for all students. Continued*

<u>Activities</u>	<u>Progress as of May 2006</u>
<p>ACTIVITY 2.19 – Provide Flex workshops on “How to refer a student to DSP&amp;S,” “What to expect with a deaf student,” Section 508 Compliance, and other relevant topics for demystifying teaching students with disabilities.</p>	<p>Fall 2005, Jane A. Feuerhelm, Christi Franklin and Michael Wilding presented a FLEX workshop on “Dealing with Difficult Students.”</p> <p>Spring 2006 DSP&amp;S Advisory Board Meeting is scheduled for March 2006.</p>
<p>ACTIVITY 2.20 – Meet individually with academic departments to identify their expectations of students with disabilities and to convey DSP&amp;S expectations for academic departments.</p>	<p>Spring 2005, DSP&amp;S met with the ECE department to discuss student issue with “Difficult Students.” Spring 2006, DSP&amp;S will meet with the Physical Education department to address issues that students with disabilities may have with the PE courses.</p>
<p>ACTIVITY 2.21 – Recently hired DSP&amp;S Access Coordinator position.</p>	<p>Scott McAfee, DSP&amp;S Access Coordinator, is expanding services to DSP&amp;S students through alternate media. Campus climate is more aware of 508 compliance issues for Distance Education courses. Making sure that certain computer labs on campus and at remote sites are accessible is an ongoing process.</p>
<p>ACTIVITY 2.22 – Explore online instructional and informational tools for instructors for working with DSP&amp;S students.</p>	<p>The Access Coordinator has incorporated 508 compliance issues on the DSP&amp;S website. Workshops have been offered to faculty/staff on making materials accessible when developing online classes.</p>

**GOAL 2.** *To identify the underlying factors that might account for the observed achievement gaps, defined as course success, among the various ethnic, age, and disability groups, and for males and females represented on campus and improve student success for all students. **Continued***

<u>Activities</u>	<u>Progress as of May 2006</u>
ACTIVITY 2.23 – Explore widening course offerings to address the culturally diverse student population represented on campus.	As of May 2005, COC has 49 approved courses meeting the diversity requirement. Please see Appendix for a list of courses. The Curriculum Committee will meet in May 2006 to consider the addition of new courses to the list of standing courses that meet the diversity requirement.
ACTIVITY 2.24 – Examine current Personal Development course offerings to determine if any curriculum revisions are needed in order to provide curriculum that appeals to all students regardless of ethnicity, gender, age, or disability.	There is little attention paid to multiculturalism in the current textbook used in COUNS 111. Counselors teaching COUNS 111 in summer 2006 will pilot the use of a new textbook that addresses the issue of diversity including the topics of prejudice, stereotypes, discrimination, and strategies for conflict resolution.
ACTIVITY 2.25 – Continue Student Equity Plan Committee meetings.	The Student Equity Plan Committee meets monthly throughout the Fall and Spring semesters.

**GOAL 3.** *To identify underlying factors which might be contributing to discrepant achievement gaps by ethnicity, gender, age, and disability for ESL and basic skills completion and to improve students’ ESL and basic skills completion rates.*

<u>Activities</u>	<u>Progress as of May 2006</u>
<p>ACTIVITY 3.1 – Gather additional data on basic skills completion by ethnicity, gender, age, and disability.</p>	<p>Follow-up analyses to be completed in Summer 2006 by the Office of Institutional Development and Technology.</p>
<p>ACTIVITY 3.2 - Assess retention, success, and basic skills completion rates of cohorts in the Quest program (starting Spring 2005).</p>	<p>The Quest program has not been implemented. Once this program is implemented, the Office of Institutional Development and Technology will track student retention and success data.</p>
<p>ACTIVITY 3.3 – Analyze results of focus groups conducted in Spring 2005, Fall 2006, and Spring 2006.</p>	<p>The first student focus group was conducted in Spring 2005 with underrepresented students. The results of this focus group, report recommendations, and action implications are presented in the “Student Equity Plan Committee: Student Focus Group #1 - Spring 2005” ad hoc report, which can be viewed on the intranet at <a href="http://www.canyons.edu:8081/Information/Reports/AdHoc.asp">http://www.canyons.edu:8081/Information/Reports/AdHoc.asp</a>.</p> <p>The second student focus group was conducted in Fall 2005 with DSP &amp; S students. The results of this focus group, report recommendations, and action implications will be available in March 2006.</p> <p>In Fall 2006, one focus group will be conducted with students below the age of 25 and a second focus group will be conducted with students above the age of 24. Qualitative analysis for these last two focus groups will be conducted in Fall 2006.</p>

**GOAL 4.** *To identify barriers to students’ achievement of degree and / or certificate goals and to improve the degree and certificate completion rates for various ethnic groups, age groups, males/females, and students with disabilities represented on campus.*

<b><u>Activities</u></b>	<b><u>Progress as of May 2006</u></b>
ACTIVITY 4.1 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.	The first student focus group was conducted in Spring 2005 with underrepresented students. The second student focus group was conducted in Fall 2005 with DSP& S students. In Fall 2006, one focus group will be conducted with students below the age of 25 and a second focus group will be conducted with students above the age of 24.
ACTIVITY 4.2 – Conduct Academic CPR and Intensives workshops for students who are subject to dismissal.	Counseling faculty lead Academic CPR and Intensives workshops each fall and spring semester as critical components of a Matriculation designed intervention strategy.
ACTIVITY 4.3 – Implement online degree audit as indicated in the College’s Title III grant.	The transcript evaluation piece is almost complete. There are some technological issues that must be resolved. But, in the test environment, scanning and equivalencies have been accurate. This is the first step in the online degree audit system.
ACTIVITY 4.4 - The Counseling Office will offer workshops designed to help continuing students select their courses for next semester.	A total of 264 students attended the 20 “How to Choose My Next Semester Classes” Workshop that the Counseling Department offered from July 2005 to April 2006.

**GOAL 5.** *To identify barriers to students' achievement of their transfer goal and to improve transfer rates.*

<u>Activities</u>	<u>Progress as of May 2006</u>
ACTIVITY 5.1 – Conduct further analyses on students in the Fall 1999 transfer cohort by ethnicity, gender, age, and disability.	Follow-up analyses to be completed in Summer 2006 by the Office of Institutional Development and Technology.
ACTIVITY 5.2 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.	The first student focus group was conducted in Spring 2005 with underrepresented students. The second student focus group was conducted in Fall 2005 with DSP& S students. In Fall 2006, one focus group will be conducted with students below the age of 25 and a second focus group will be conducted with students above the age of 24.
ACTIVITY 5.3 – Track transfer data using the National Student Loan Clearinghouse and the annual University Center survey, disaggregated by age, to assess impact of the University Center on transfers for students age 25-54.	Follow-up analyses to be completed in Summer 2006 by the Office of Institutional Development and Technology.
ACTIVITY 5.4 – The Student Equity Plan Committee will collaborate with the Transfer Office on how to improve the transfer rates of students who indicate their educational goal to be to transfer to a four-year institution.	Danielle Butts, Transfer Center Director, joined the Student Equity Plan Committee in September 2005 to discuss ways the Committee can collaborate with the Transfer Center to support students' transfer goals. The Office of Institutional Development and Technology will be working with MIS to upload all COC student transfer data obtained from the National Student Loan Clearinghouse into Datatel. This will enable the Transfer Center and the College easier access to transfer data for special populations (e.g., MESA, Athletes, etc.) as well as cohort tracking in future research projects.

**GOAL 5.** *To identify barriers to students’ achievement of their transfer goal and to improve transfer rates. **Continued***

<u>Activities</u>	<u>Progress as of May 2006</u>
<p>ACTIVITY 5.5 – Begin development of an online alumni directory that would provide current students access to MESA, EOPS/CARE, DSP&amp;S, Athlete, Transfer, PACE, and Quest alumni who have transferred to four-year institutions.</p>	<p>The Committee will begin working on this activity in Fall 2006.</p>

**Additional Accomplishments**

- Edel Alonso contacted the Tech Department regarding the establishment of a repository for Spanish translations that can be accessed by faculty doing translations on campus. Edel Alonso, Jose Martin, and Claudia Acosta will maintain the repository. Follow-up at next meeting. Jim Temple has created a shared file on the network where Edel Alonso, Jose Martin, and Claudia Acosta can store Spanish translations with the original English documents as reference. To this date, the file holds translations of the COC majors and certificates, the matriculation steps to success, and course descriptions of the ESL non-credit courses. We have also started a glossary of often used vocabulary to translate the same terms consistently.
- The Committee will explore the feasibility of piloting a Blackboard Pod for remedial math and English courses. Edel Alonso talked with Collette Gibson regarding surveying the math faculty members to identify how many of them use Blackboard in their remedial courses. Collette Gibson presented this at the October 4, 2005 division meeting and with the math department on October 11, 2005. No distance learning addendum is needed. The Committee needs to work with Mike Wilding on the possibility of an overload (1 hr/week x 17 weeks-or semester length). The Committee is currently collecting data from English and math developmental course instructors to see how many use Blackboard in their developmental courses. A plan of action will be prepared once the data collection is complete.

**Action Implications Resulting from 1<sup>st</sup> Student Equity Plan Focus Group**

- The Heritage Committee, Associated Student Government, and International Student Services will work collaboratively to coordinate cultural events to celebrate the diverse ethnic groups represented on campus.
- The Heritage Committee, Associated Student Government, and International Student Services will work collaboratively to establish a display case which will showcase the diverse cultures

represented on campus. In addition, the cultural display case will serve as a communication tool for the various cultural activities occurring on campus by providing an annual calendar of cultural activities planned on campus. A prominent location for the display case and source of funding for the case will be explored with the Public Information Office and Vice President of Student Services / Interim Assistant Superintendent, respectively.

- The Associated Student Government will include maintenance of the cultural display case one of its officer job responsibilities. In the event that the officer position responsible for maintenance of the display case is vacant, the Associate Director of Student Development and Campus activities will work with ASG to ensure that the display case continues to be maintained until the officer position is filled.
- The Associated Student Government with the support of the Student Equity Plan Committee will include a picture of its members in the cultural display case along with officer bios to bring awareness to the diverse leadership representation on campus.
- The Associated Student Government will include a “cultural corner” in their Paw Prints newsletter to highlight the various ethnic groups represented on campus. In addition to ASG contributions to the “cultural corner,” the ASG will solicit student contributions from various groups (e.g., MESA, International Students Program, EOPS/CARE, etc.) and other interested students enrolled in courses meeting the College’s diversity requirement.
- The online orientation is being revamped to show the diverse representation on campus.
- The Student Equity Plan Committee will communicate the results of this report to faculty members through a follow-up meeting with the Academic Senate and a Flex activity in the Fall 2006 semester.
- The focus group results will be distributed to the Student Equity Plan Committee, Management Advisory Council, Executive Cabinet members, Associated Student Government, Academic Senate, and the Board of Trustees.

**Appendix**  
**Courses that Meet the Diversity Requirement**  
**Updated at May 5, 2005 Curriculum Committee Meeting**

1. ANTHRO 103	Cultural Anthropology
2. ANTHRO 210	Indians of California
3. ANTHRO 215	Indians of the Southwestern U.S.
4. BIOSCI 120	Women & Minorities in Science and Math
5. BUS 126	Managing Diversity in the Workplace
6. COMS 256	Intercultural Communication
7. COMS 260	Communication and Gender
8. ECE 160	Understanding & Education of Exceptional Children
9. ECE 165	Teaching Children in a Diverse Community
10. EDUC 200	Introduction to Special Education
11. EDUC 203	Education in a Diverse Society
12. ENGL 262	American Multicultural Literature
13. ENGL 270	Introduction to African American Literature
14. ENGL 271	Mythology
15. ENGL 273	World Literature I
16. ENGL 274	World Literature II
17. ENGL 280	Women's Literature
18. GEOG 102	Cultural Geography
19. HIST 116	The African American Experience in the U.S. 1619-1877
20. HIST 117	The African American Experience in the U.S. 1870 - Present
21. HIST 120	The Role of Women in the History of the U.S.
22. HIST 130	Social and Cultural History of the U.S.
23. HIST 191	History of Eastern Civilization I
24. HIST 192	History of Eastern Civilization II
25. HIST 210	History of California
26. HIST 230	History of American Indians
27. HIST 242	History of Modern Latin America
28. HIST 243	History of Mexico and the Mexican and Chicano Peoples
29. HIST 245	History of the Americas
30. PHILOS 102	Introduction to Eastern Religion and Philosophy
31. PHILOS 220	Introduction to Comparative Religion
32. POLSCI 290	Ethnic and Gender Politics
33. PSYCH 230	Human Sexuality
34. PSYCH 235	Psychology of Gender Roles
35. PSYCH 240	Abnormal Psychology
36. SIGN 110	American Deaf Culture
37. SOCI 100	Chicano/a Culture
38. SOCI 101	Introduction to Sociology
39. SOCI 103	The Changing Family
40. SOCI 105	Multiculturalism in the US
41. SOCI 106	Racial and Ethnic Relations in US Society
42. SOCI 110	Self and Society
43. SOCI 151	Juvenile Delinquency
44. SOCI 200	Introduction to Women's Studies

**Appendix, continued**  
**Courses that Meet the Diversity Requirement**  
**Updated at May 5, 2005 Curriculum Committee Meeting**

45. SOCI 207	Social Problems
46. SOCI 208	Sociology of Death and Dying
47. SOCI 210	Sociology of Deviance, Crime and Social Control
48. SOCI 230	Sociology of Sexualities
49. SOCI 233	Sociological Issues of Life and Longevity