

College of the Canyons
Student Equity Plan

January 19, 2005

COLLEGE OF THE CANYONS STUDENT EQUITY PLAN

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*College of the Canyons
Student Equity Plan*

Signature Page

District: Santa Clarita Community College District **College:** College of the Canyons

President, Board of Trustees

January 19, 2005

Date

District Chancellor: _____

College President: _____

Academic Senate President: _____

Student Equity Coordinator: _____

Executive Summary

EXECUTIVE SUMMARY

During the Spring 2004 and Fall 2004 semesters, College of the Canyons Institutional Development and Technology Office conducted a series of analyses 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. The final section of this summary highlights this series of analyses undertaken at College of the Canyons.

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.*

Activities

ACTIVITY 1.1 – Monitor access indicator for ethnic groups, males/females, various age groups, and individuals with disabilities represented in the community.

ACTIVITY 1.2 – Develop programs to promote lifelong learning for individuals age 50 and older in the community.

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.

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.

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.*

Activities

ACTIVITY 2.1 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.

ACTIVITY 2.2 – Review College of the Canyons' Annual Student Survey to determine if any items need to be added or revised.

ACTIVITY 2.3 – Assess usage of student support services by ethnicity, gender, age, and disability: Tutoring/Computing/Learning Lab, Counseling, EOPS/CARE, DSP&S, MESA, CalWORKs, Quest, Transfer Center, and Student Health & Wellness Center.

ACTIVITY 2.4 – Assess retention, success, and persistence rates of cohorts in the Quest program (starting Fall 2005).

ACTIVITY 2.5 – Apply principles of MESA program and implement successful MESA instructional activities (e.g., Academic Excellence Workshops) for other students on campus.

ACTIVITY 2.6 – Student Equity Plan Committee will coordinate research activities with College of the Canyons' Student Retention, Success and Persistence Committee.

ACTIVITY 2.7 – The College will implement a Cultural Diversity Requirement as part of the general education A.A./A.S. requirements.

ACTIVITY 2.8 - Conduct Academic CPR workshops for students who are subject to dismissal.

ACTIVITY 2.9 – Cougar Mentor Program for students.

ACTIVITY 2.10 –Design a new orientation package using a student learning outcomes framework.

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.

ACTIVITY 2.12 – Conduct probation workshops and continue Early Alert program for EOPS/CARE students.

ACTIVITY 2.13 – Continue EOPS Peer Advisor program.

ACTIVITY 2.14 – Continue MESA orientations and progress reports.

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.

ACTIVITY 2.16 – Expanded operation of tutoring lab for DSP&S students for Fall, Spring, and Summer.

ACTIVITY 2.17 – Continue Early Alert, Progress Reports, and one-on-one meetings (a minimum of 3x/semester) for DSP&S students.

ACTIVITY 2.18 – Continue DSP&S orientation for students with disabilities.

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.

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.

ACTIVITY 2.21 – Recently hired DSP&S Access Coordinator position.

ACTIVITY 2.22 – Explore online instructional and informational tools for instructors for working with DSP&S students.

ACTIVITY 2.23 – Explore widening course offerings to address the culturally diverse student population represented on campus.

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.

ACTIVITY 2.25 – Continue Student Equity Plan Committee meetings.

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.*

Activities

ACTIVITY 3.1 – Gather additional data on basic skills completion by ethnicity, gender, age, and disability.

ACTIVITY 3.2 - Assess retention, success, and basic skills completion rates of cohorts in the Quest program (starting Spring 2005).

ACTIVITY 3.3 – Analyze results of focus groups conducted in Spring 2005, Fall 2006, and Spring 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.*

Activities

ACTIVITY 4.1 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.

ACTIVITY 4.2 – Conduct Academic CPR workshops for students who are subject to dismissal.

ACTIVITY 4.3 – Implement online degree audit as indicated in the College's Title III grant.

ACTIVITY 4.4 - The Counseling Office will offer workshops designed to help continuing students select their courses for next semester.

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

Activities

ACTIVITY 5.1 – Conduct further analyses on students in the Fall 1999 transfer cohort by ethnicity, gender, age, and disability.

ACTIVITY 5.2 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.

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.

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.

ACTIVITY 5.5 – Begin development of an online alumni directory that would provide current students access to MESA, EOPS/CARE, DSP&S, Athlete, Transfer, PACE, and Quest alumni who have transferred to four-year institutions.

RESOURCES:

Contact Person: Dr. Michael C. Wilding, Vice President, Student Services / Interim Assistant Superintendent

Snapshot of Analyses Conducted During the Spring 2004 and Fall 2004 Semesters:

Ethnicity (Report #147). In the Spring 2004 semester, the Office of Institutional Development and Technology conducted an institutional audit and analysis of educational outcomes based on ethnicity at College of the Canyons. This analysis was done in response to requests by the Quest Committee (formerly Cohorts Achieving Learning Success Committee) and Student Equity Plan Committee. In addition to these requests by COC committees, there is a need for higher education institutions to track equity in educational outcomes on a continuous basis (Bensimon, 2004). According to Bensimon, many post-secondary institutions value equity, in principle, but do not regularly measure it in relation to educational outcomes for students representing different ethnic groups on campus. At College of the Canyons, the ethnic composition of students has changed dramatically since 1970 (College of the Canyons, 2003). The most striking changes are in the increases in Latino students, decreases in the proportion of White students, and increases in the proportion of students identifying other or declining to state. In response to the data needs for the Quest and Student Equity Plan committees and the drastic change in ethnic distribution of students, the Office of Institutional Development and Technology assessed patterns in achievement gaps for students representing different ethnic groups on campus in accordance with the needs of the Quest and Student Equity Plan committees. More specifically, this preliminary institutional audit intended to answer the following questions:

- ✓ What are the overall retention and success rates for Fall 1999-Fall 2002 and Spring 2000-Spring 2003 for *COC as a whole*?
- ✓ What are the overall retention and success rates for Fall 1999-Fall 2002 and Spring 2000-Spring 2003 *by ethnicity*?
- ✓ What are the overall retention and success rates of students enrolled in non-transferable and transferable math and English courses in the Fall 2003 semester (the college as a whole)?

- ✓ What are the retention and success rates of students enrolled in non-transferable and transferable math and English courses in the Fall 2003 semester *by ethnicity*?
- ✓ What are the persistence rates by ethnicity using the Fall 2000 first-time freshmen cohort?
- ✓ To what degree is there a problem with access to services at College of the Canyons for the various ethnic groups represented in the community?
- ✓ What percentage of students, by ethnicity, enrolled in a basic skills math, English or ESL course in Fall 2000 and went on to successfully complete (achieve a letter grade of A, B, C, or CR) a transferable-level math or English course by Fall 2003?
- ✓ What percentage of first-time freshmen in Fall 2000, who indicated their educational goal to be to receive either an associate's degree or certificate, achieved their goal by Spring 2003?
- ✓ What percentage of students in the Fall 1999 cohort, who had completed a minimum of 12 units and attempted a transfer-level math or English course, transferred by Fall 2003?

Answers to these questions will inform discussions about developing instructional strategies that promote student success through cohort learning with the goal of increasing retention, success, and persistence rates. In addition, these analyses provided information to the College's Student Equity Plan Committee and their efforts to develop the College's Student Equity Plan in accordance with requirements by the Chancellor's Office.

Gender (Report #150). An institutional audit and analysis of educational outcomes based on gender at College of the Canyons was needed to fulfill the requests of the Quest Committee (formerly Cohorts Achieving Learning Success Committee) and Student Equity Plan Committee (the California Community College Chancellor's Office is requiring all community colleges to have a Student Equity Plan on file by January, 2005). In response to these needs, the Office of Institutional Development and Technology assessed patterns in achievement gaps between females and males on campus in accordance with the needs of the Quest and Student Equity Plan committees. More specifically, this preliminary institutional audit intended to answer the following questions:

- ✓ To what degree are there differences in the retention and success rates for Fall 1999-Fall 2002 and Spring 2000-Spring 2003 between male and female students?
- ✓ To what degree are there differences in the retention and success rates of male and female students enrolled in non-transferable and transferable math and English courses in the Fall 2003 semester?
- ✓ To what degree are there differences in the persistence rates between male and female students using the Fall 2000 first-time freshmen cohort?
- ✓ To what degree is there a problem with access to College of the Canyons for males and females in the community?
- ✓ To what degree are there differences between the percentage of male and female students enrolled in a basic skills math, English, or ESL course in Fall 2000 and who went on to

successfully complete (achieve a letter grade of A, B, C, or CR) a transferable-level math or English course by Fall 2003?

- ✓ Of the first-time freshmen in Fall 2000, who indicated their educational goal to be to receive either an associate's degree or certificate, to what degree are there differences between the percentage of first-time male and female freshmen students in Fall 2000 who successfully achieved their goal by Spring 2003?
- ✓ Of the students in the Fall 1999 cohort, who had completed a minimum of 12 units and attempted a transfer-level math or English course, to what degree are there differences between the percentage of males and females who transferred to a four-year institution by Fall 2003?

Answers to these questions are intended to inform discussions about developing strategies that promote student success through cohort learning with the goal of increasing retention, success, and persistence rates. In addition, these analyses provided information to the College's Student Equity Plan Committee and their efforts to develop the College's Student Equity Plan in accordance with requirements by the Chancellor's Office.

Age (Report #151). An institutional audit and analysis of educational outcomes based on age at College of the Canyons was needed to fulfill the request of the Student Equity Plan Committee (the California Community College Chancellor's Office is requiring all community colleges to have a Student Equity Plan on file by January, 2005). The Office of Institutional Development and Technology assessed patterns in achievement gaps between students age 18-24, age 25-54, and age 55 and older on campus in accordance with this need of the Student Equity Plan committee. More specifically, this preliminary institutional audit intended to answer the following questions:

- ✓ To what degree are there differences in retention and success rates between age groups for Fall 1999-Fall 2002 and Spring 2000-Spring 2003?
- ✓ To what degree is there a problem with access to College of the Canyons for individuals age 18-24, age 25-54, and age 55 and older in the community?
- ✓ To what degree are there differences between age categories for students enrolled in a basic skills math, English, or ESL course in Fall 2000 who went on to successfully complete (achieve a letter grade of A, B, C, or CR) a transferable-level math or English course by Fall 2003?
- ✓ To what degree are there differences between age categories of first-time freshmen in Fall 2000 (students who indicated their educational goal to be to receive either an associate's degree or certificate) who successfully achieved their educational goal by Spring 2003?
- ✓ To what degree are there differences between age categories of students in the Fall 1999 cohort, who had completed a minimum of 12 units and attempted a transfer-level math or English course, who transferred by Fall 2003?

These analyses provided information to the College's Student Equity Plan Committee and their efforts to develop the College's Student Equity Plan in accordance with requirements by the Chancellor's Office.

Disability (Report #152-Revised). In July 2004, an institutional audit and analysis of educational outcomes based on students with disabilities at College of the Canyons was needed to fulfill the request of the Student Equity Plan Committee. Upon further review by the Student Equity Plan Committee and at the advisement of Dr. Jane Feurhelm, DSP&S Director, the Office of Institutional Development and Technology conducted another analysis in November 2004 disaggregating the disabled category when sample sizes were large enough into learning disability/other disability and psychological disability. Other disabled categories were too small to draw meaningful conclusions in the revised analyses; therefore, they were excluded from analyses in which the results are disaggregated by learning disabled/other disability, psychological disability, and non-disabled (Please see the research questions and methodology section in Report #152-Revised for more detail).

The Disabled Students Programs and Services (DSP&S) Office at COC increased its services to disabled students by 202 percent from 1992/93 to 2002/03 (College of the Canyons, 2003). As the College continues to grow, this percentage is likely to increase. The Office of Institutional Development and Technology assessed patterns in achievement gaps between College of the Canyons students with disabilities and students that have not self-reported a disability in accordance with this need of the Student Equity Plan committee. More specifically, this preliminary institutional audit intended to answer the following questions:

- ✓ To what degree are there differences in the overall retention and success rates, for Fall 1999-Fall 2002 and Spring 2000-Spring 2003, for *College of the Canyons* between disabled (Learning Disability/Other Disability and Psychological Disability) and non-disabled students?
- ✓ To what degree is there a problem with access to College of the Canyons for non-institutionalized individuals (with a disability) in the community?
- ✓ To what degree are there differences between students with a disability (Learning Disability/Other Disability and Psychological Disability) and those without a disability who enrolled in a basic skills math, English, or ESL course in Fall 2000 and went on to successfully complete (achieve a letter grade of A, B, C, or CR) a transferable-level math or English course by Fall 2003?
- ✓ Of the first-time freshmen in Fall 2000, who indicated their educational goal to be to receive either an associate's degree or certificate, to what degree are there differences between the percentage of first-time freshmen students with a disability and those without a disability, in Fall 2000, who successfully achieved their goal by Spring 2003?
- ✓ Of the students in the Fall 1999 cohort, who had completed a minimum of 12 units and attempted a transfer-level math or English course, to what degree are there differences

between the percentage of students with a disability (Learning Disability/Other Disability and Psychological Disability) and those without a disability who transferred to a four-year institution by Fall 2003?

These analyses provided information to the College's Student Equity Plan Committee and their efforts to develop the College's Student Equity Plan in accordance with requirements by the Chancellor's Office.

The following data presented in the Campus Based Research section of this plan illustrates the findings from each of the aforementioned analyses conducted at College of the Canyons.

Campus-Based Research

CAMPUS-BASED RESEARCH

- 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.

[PLEASE REFER TO ATTACHMENT A FOR METHODOLOGY].

Ethnicity (See Attachment A for Report #147)

Research question: *To what degree is there a problem with access to services at College of the Canyons for the various ethnic groups represented in the community?* Comparing the percentage of each ethnic group represented in the College’s service area to the ethnic distribution of the College’s student population, access to College of the Canyons falls within the expected value for each ethnic group represented in the community. Using the Chancellor’s office 70 percent rule, there is no disproportionate impact for any ethnic group represented in the community. Table 1 illustrates the ethnic distribution of the Santa Clarita Valley to the College’s student population.

	Santa Clarita Valley	College of the Canyons
African American	3%	4%
Asian/Asian-American	7%	9%
Latino/Hispanic	21%	19%
White	69%	54%
Other	1%	14%

Table 1. Ethnic Distribution of the Santa Clarita Valley Compared to the Student Population at College of the Canyons

Gender (See Attachment A for Report #150)

Research question: *To what degree is there a problem with access to College of the Canyons for males and females in the community?* Comparing the percentage of females and males represented in the College’s service area to the gender distribution of the College’s student population, access to College of the Canyons falls within the expected value for both females and males (age 18 or older) represented in the community. Using the Chancellor’s office 70 percent rule, there is no disproportionate impact for either females or males represented in the community. Table 2 illustrates the gender distribution of the Santa Clarita Valley to the College’s student population.

	Santa Clarita Valley	College of the Canyons
Females	48%	45%
Males	56%	55%

Table 2. Gender Distribution of the Santa Clarita Valley Compared to the Student Population at College of the Canyons

Age (See Attachment A for Report #151)

Research Question: *To what degree is there a problem with access to College of the Canyons for individuals age 18-24, age 25-54, and age 55 and older in the community?* Comparing the percentage of individuals age 18-24, age 25-54, and age 55 and older represented in the College’s service area to the age distribution of the College’s student population, access to College of the Canyons falls within the expected value for individuals age 18-24 and age 55 and older represented in the community, but did not for students between the ages of 25 and 54. Using the Chancellor’s office 70 percent rule, there is no disproportionate impact for either individuals age 18-24 or age 55 and older represented in the community; however, students age 25-54 fell below the expected value (48 percent). Table 3 illustrates the age distribution of the Santa Clarita Valley to the College’s student population. In addition, the 70 percent rule has been provided. If any group at College of the Canyons falls below 70 percent of what is observed for the community (the Santa Clarita Valley column), according to the Chancellor’s Office definition, a disproportionate impact is said to exist for that particular group.

	Santa Clarita Valley	College of the Canyons	70 Percent Rule
Age 18-24	12%	59%	8%
Age 25-54	68%	38%	48%
Age 55 and older	20%	3%	1%

Table 3. Age Distribution of the Santa Clarita Valley Compared to the Student Population at College of the Canyons

Note: Santa Clarita Valley data reflects the percentage of individuals who were 18 years or older (Source: Claritas, Inc. May 2004).

Disability (See Attachment A for Report #152-*Revised*)

Research Question: *To what degree is there a problem with access to College of the Canyons for non-institutionalized individuals (with a disability) in the community?* Comparing the percentage of non-institutionalized persons age 16-64 with a disability, represented in the College’s service area, to the disabled student population at the College, access to College of the Canyons is within the expected value for disabled persons age 16-64 (non-institutionalized) represented in the community. Table 4 lists the percentage of disabled persons age 16-64 (non-institutionalized) in the Santa Clarita Valley to the percentage of disabled students at College of the Canyons. In addition, the 70 percent rule has been provided. If any group at College of the Canyons falls below 70 percent of what is observed for the community (the Santa Clarita Valley

column), according to the Chancellor’s Office definition, a disproportionate impact is said to exist for that particular group.

	Santa Clarita Valley	College of the Canyons	70 Percent Rule
Disabled Persons	4%	3%	3%

Table 4. Percentage of Disabled Persons for the Santa Clarita Valley Compared to the Student Population at College of the Canyons

Note: Santa Clarita Valley data reflects the percentage of non-institutionalized individuals with a disability who were 16-64 years of age (Source: U.S. Census Bureau). All disability categories at College of the Canyons were combined (see methodology section of report for details).

CAMPUS-BASED RESEARCH

2. **COURSE COMPLETION AND SUCCESS.** 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
[PLEASE REFER TO ATTACHMENT A FOR METHODOLOGY].

Ethnicity (See Attachment A for Report #147)

Research question: *What are the overall retention and success rates for Fall 1999-Fall 2002 and Spring 2000-Spring 2003 by ethnicity?*

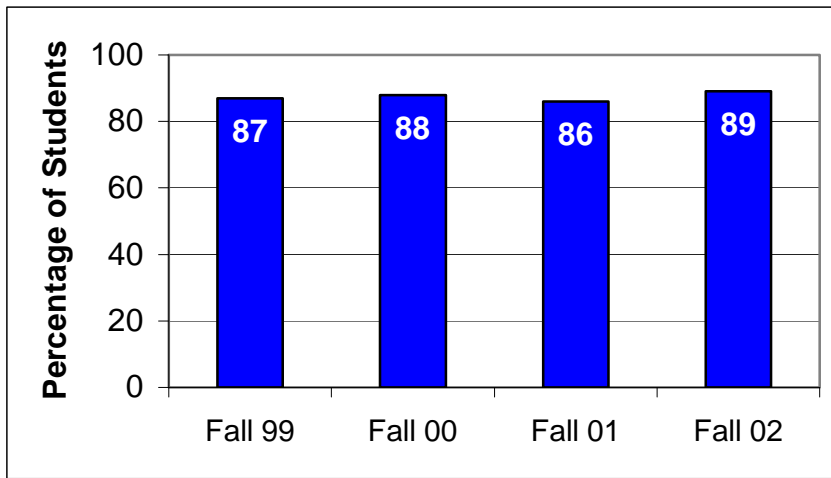


Figure 1. Overall **Retention Rates** for COC: Fall 1999 – Fall 2002

Small differences in overall retention rates, eight percent or less, were found between ethnic groups. Furthermore, small differences, six percent or less, were found between ethnic groups and the College as a whole. Using a chi square test, the differences between groups' retention rates for all fall semesters (1999-2002) were

found to be statistically significant, *Fall 1999* $\chi^2(7, N=28,842)=43.18, p<.05$; *Fall 2000* $\chi^2(7, N=31,658)=65.58, p<.05$; *Fall 2001* $\chi^2(7, N=34,022)=36.87, p<.05$; *Fall 2002* $\chi^2(7, N=33,968)=39.09, p<.05$.

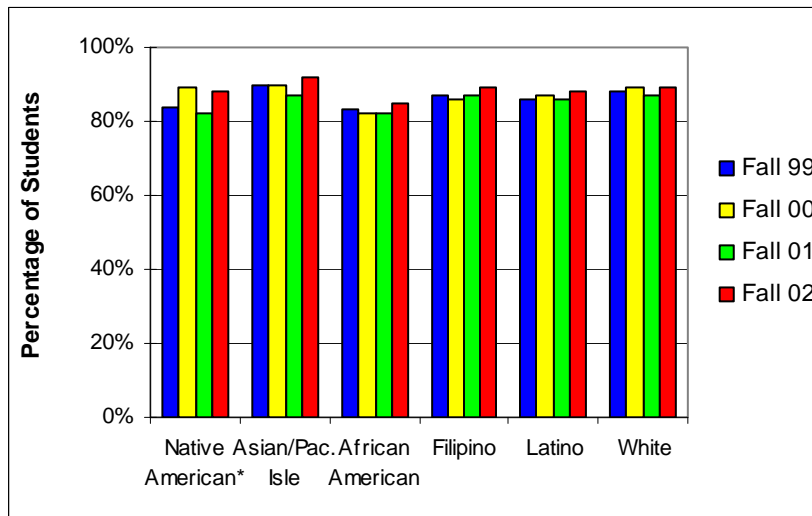


Figure 2. Overall **Retention Rates** by Ethnicity: Fall 1999 – Fall 2002

Overall Fall Retention Rates, continued

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Native American*	84%	89%	82%	88%
Asian/Pac. Isle	90%	90%	87%	92%
African American	83%	82%	82%	85%
Filipino	87%	86%	87%	89%
Latino	86%	87%	86%	88%
White	88%	89%	87%	89%
COC	87%	88%	86%	89%

Table 5. Overall **Retention Rates** by Ethnicity Compared to the College as a Whole:
Fall 1999 – Fall 2002

*Caution should be used when interpreting data for Native American students given the small sample size.

Overall Spring Retention Rates

Small differences in overall retention rates, seven percent or less, were found between ethnic

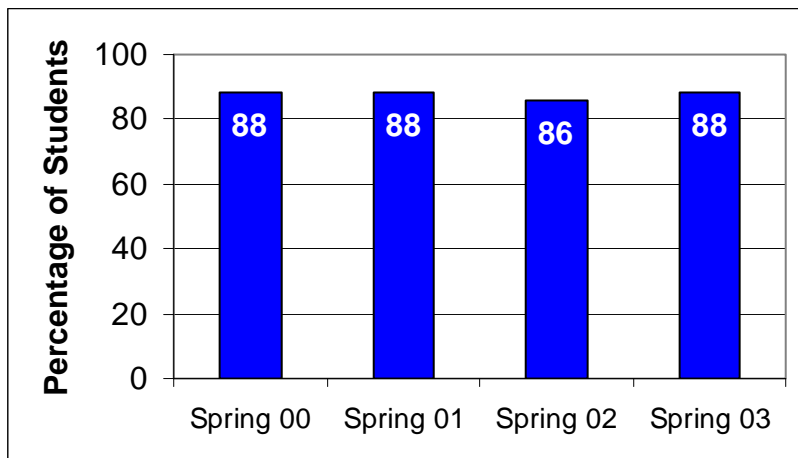
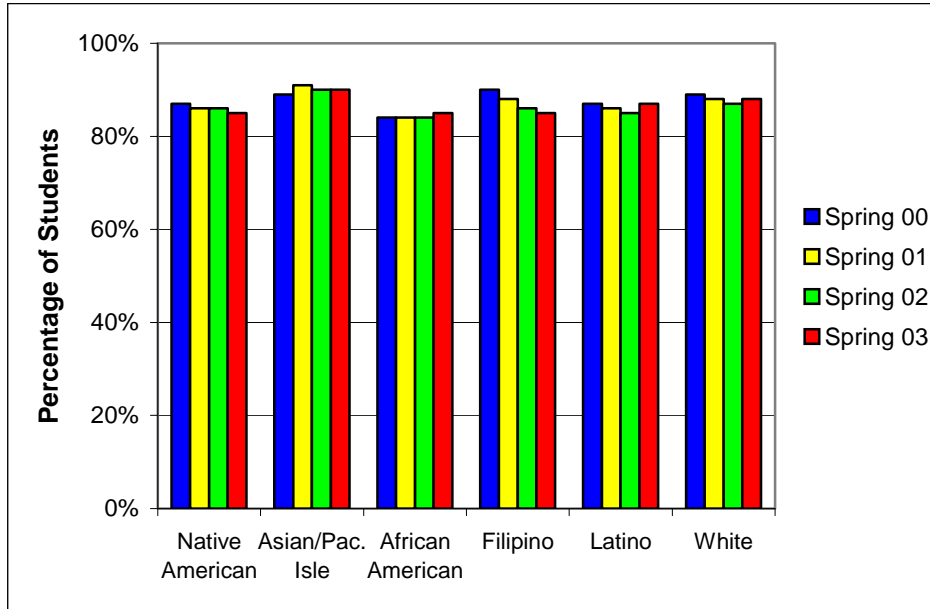


Figure 3. Overall **Retention Rates** for COC: Spring 2000 – Spring 2003

groups. Results are consistent with those found in the fall terms. Furthermore, small differences, four percent or less, were found between ethnic groups and the College as a whole. Using a chi square test, the differences in retention rates between groups, for all spring semesters (2000-2003), were

found to be statistically significant, *Spring 2000* $\chi^2(7, N=26,797)=37.10, p<.05$; *Spring 2001* $\chi^2(7, N=29,158)=54.18, p<.05$; *Spring 2002* $\chi^2(7, N=31,841)=44.43, p<.05$; *Spring 2003* $\chi^2(7, N=32,390)=45.21, p<.05$.

Figure 4. Overall **Retention Rates** by Ethnicity: Spring 2000 – Spring 2003



	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Native American*	87%	86%	86%	85%
Asian/Pac. Isle	89%	91%	90%	90%
African American	84%	84%	84%	85%
Filipino	90%	88%	86%	85%
Latino	87%	86%	85%	87%
White	89%	88%	87%	88%
COC	88%	88%	86%	88%

Table 6. Overall **Retention Rates** by Ethnicity Compared to the College as a Whole: Spring 2000 – Spring 2003

*Caution should be used when interpreting data for Native American students given the small sample size.

Overall Fall Success Rates

The success rates for the ethnic groups represented were very similar to that for the college as a whole across all four years (within 10 percent) with the exception of African American students. The difference between African American students’ success rates and the College as a whole reached **16 percent** in Fall 2002. Using a chi square test, the differences in success rates between groups, for all fall semesters (1999-2002), were found to be statistically significant,

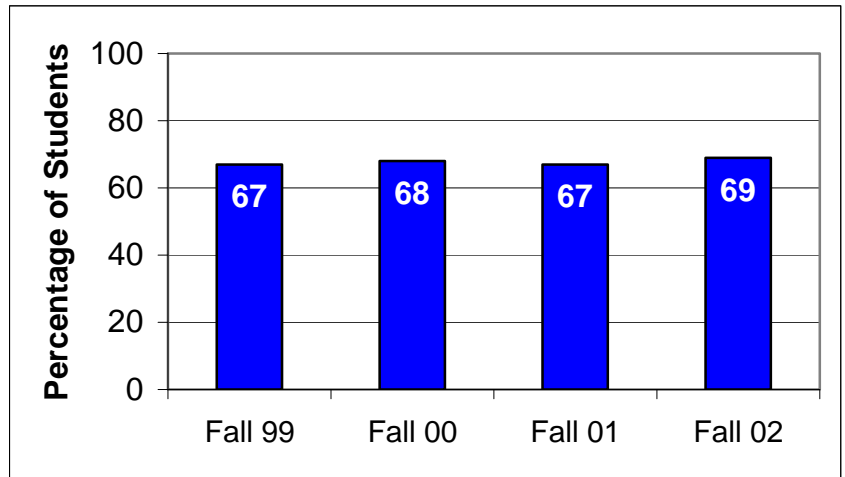
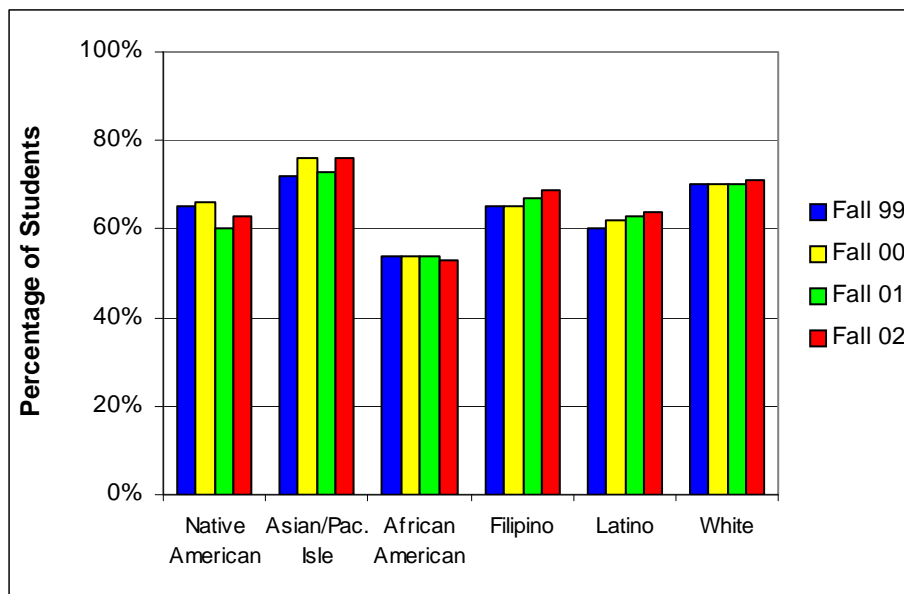


Figure 5. Overall **Success Rates** for COC: Fall 1999 – Fall 2002

Fall 1999 $\chi^2(7, N=28,842)=262.33, p<.05$; *Fall 2000* $\chi^2(7, N=31,658)=297.26, p<.05$; *Fall 2001* $\chi^2(7, N=34,022)=263.20, p<.05$; *Fall 2002* $\chi^2(7, N=33,968)=326.69, p<.05$.

Compared to retention rates, greater discrepancies between ethnic groups’ success rates were found. Asian/Pacific Islander and White students consistently had the highest success rates across all the fall terms examined, followed by Filipino students.

On the other hand, African American and Latino students consistently had the lowest success rates.



African American students had the lowest success rates of all the ethnic groups with just over half of the African American students passing their courses with a letter grade of “C” or better across the fall terms

Figure 6. Overall **Success Rates** by Ethnicity: Fall 1999 – Fall 2002

examined. The differences between Asian and African American students' success rates reached **23 percent** in Fall 2002.

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Native American*	65%	66%	60%	63%
Asian/Pac. Isle	72%	76%	73%	76%
African American	54%	54%	54%	53%
Filipino	65%	65%	67%	69%
Latino	60%	62%	63%	64%
White	70%	70%	70%	71%
COC	67%	68%	67%	69%

Table 7. Overall **Success Rates** by Ethnicity Compared to the College as a Whole: Fall 1999 – Fall 2002

*Caution should be used when interpreting data for Native American students given the small sample size.

Overall Spring Success Rates

The success rates for the ethnic groups represented were very similar to that for the College as a

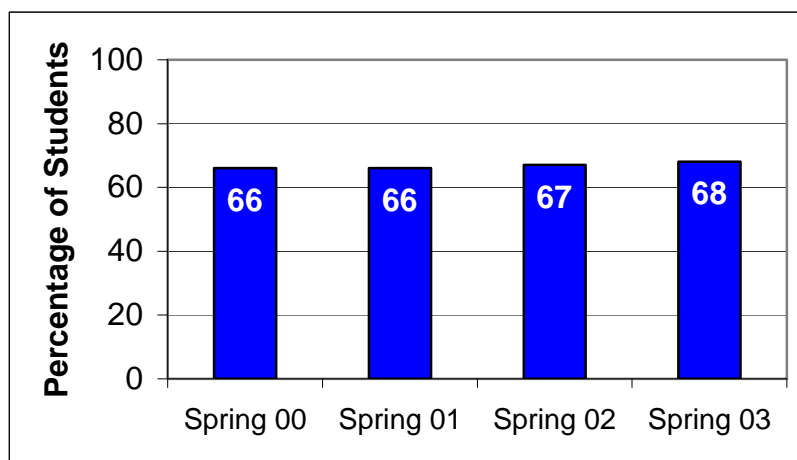


Figure 7. Overall **Success Rates** for COC: Spring 2000 – Spring 2003

whole across all four years (within 10 percent) with the exception of African American students in Spring 2000 and Spring 2003. The difference between African American students' success rates and the College as a whole reached **14 percent** in Spring 2000,

narrowed to nine and six percent in Spring 2001 and Spring 2002, respectively, but increased to 11 percent in Spring 2003. Using a chi square test, the differences in success rates between groups, for all spring semesters (2000-2003), were found to be statistically significant, *Spring 2000* $\chi^2(7, N=26,797)=173.64, p<.05$; *Spring 2001* $\chi^2(7, N=29,158)=251.42, p<.05$; *Spring 2002* $\chi^2(7, N=31,841)=253.19, p<.05$; *Spring 2003* $\chi^2(7, N=32,390)=255.31, p<.05$.

Compared to retention rates, greater discrepancies between ethnic groups were found. Asian/Pacific Islander and White students consistently had the highest success rates across all the spring terms examined, followed by Filipino students. On the other hand, African American and Latino students consistently had the lowest success rates. Compared to the fall terms, differences between Asian and African Americans students' success rates narrowed in the spring terms to 18 percent or less.

	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Native American*	62%	64%	68%	66%
Asian/Pac. Isle	70%	75%	75%	75%
African American	52%	57%	61%	57%
Filipino	65%	64%	68%	63%
Latino	61%	59%	60%	62%
White	68%	69%	69%	70%
COC	66%	66%	67%	68%

Table 8. Overall **Success Rates** by Ethnicity Compared to the College as Whole: Spring 2000 – Spring 2003

*Caution should be used when interpreting data for Native American students given the small sample size.

Gender (See Attachment A for Report #150)

Research question: *To what degree are there differences in the retention and success rates for Fall 1999-Fall 2002 and Spring 2000-Spring 2003 between male and female students?* Very slight differences in overall retention rates, one percent or less, were found between males and females. Furthermore, very slight differences, one percent or less, were found between males and females for the College as a whole. Using a chi square test, the differences in retention rates between males and females for fall semesters were not statistically significant **Fall 1999:** $\chi^2(1, N=29,608)=1.51, ns$; **Fall 2000:** $\chi^2(1, N=32,487)=2.63, ns$; **Fall 2001:** $\chi^2(1, N=35,952)=.07, ns$; **Fall 2002:** $\chi^2(1, N=36,298)=.26, ns$.

Overall Fall Retention Rates

Figure 8. Overall **Retention Rates** for COC: Fall 1999 – Fall 2002

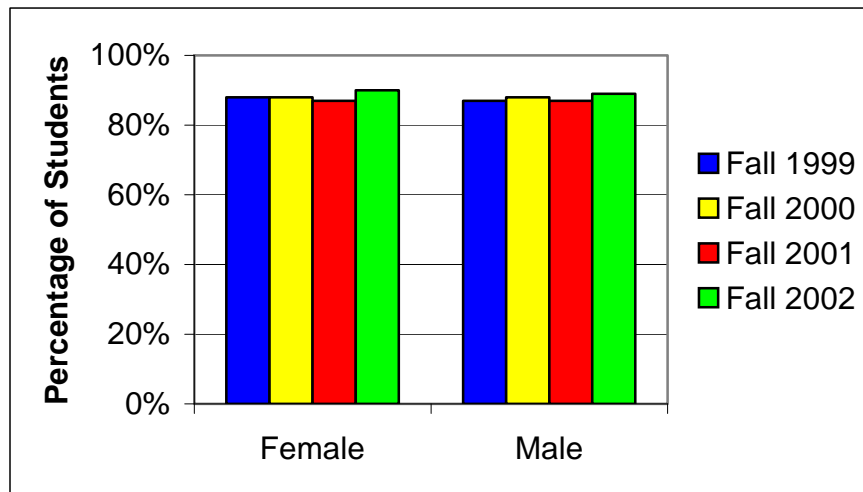
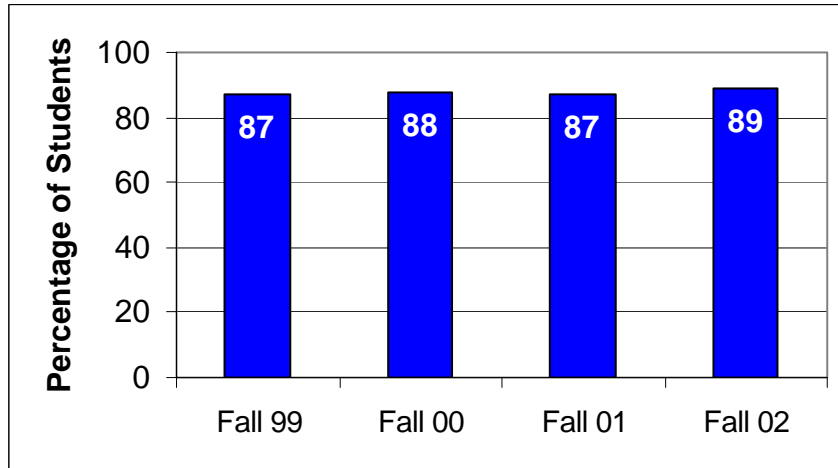


Figure 9. Overall **Retention Rates** by Gender: Fall 1999 – Fall 2002

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Female	88%	88%	87%	90%
Male	87%	88%	87%	89%
COC	87%	88%	87%	89%

Table 9. Overall **Retention Rates** by Gender Compared to the College as a Whole: Fall 1999 – Fall 2002

Overall Fall Success Rates

The success rates for males and females were very similar to that for the College as a whole across all four years (within three percent). Furthermore, slight differences between success rates for males and females were found (within 5 percent of each other). Using a chi square test, the differences in success rates between males and females, for all fall semesters (1999-2002), were statistically significant, **Fall 1999:** $\chi^2(1, N=29,608)=74.55, p<.05$; **Fall 2000:** $\chi^2(1, N=32,487)=71.09, p<.05$; **Fall 2001:** $\chi^2(1, N=35,952)=37.89, p<.05$; **Fall 2002:** $\chi^2(1, N=36,298)=41.32, p<.05$.

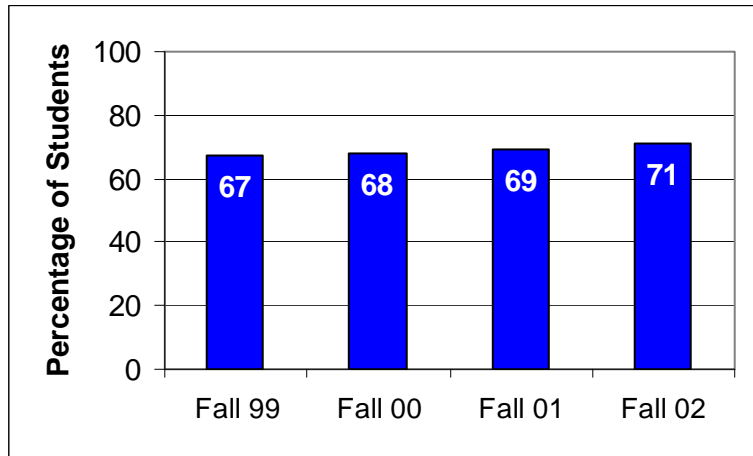


Figure 10. Overall **Success Rates** for COC: Fall 1999 – Fall 2002

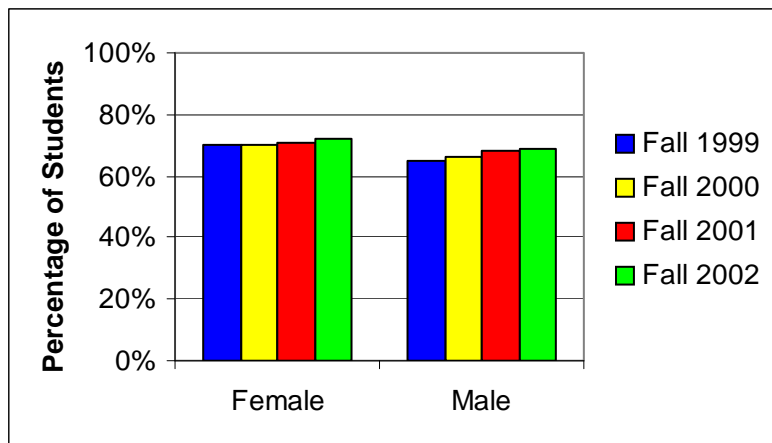


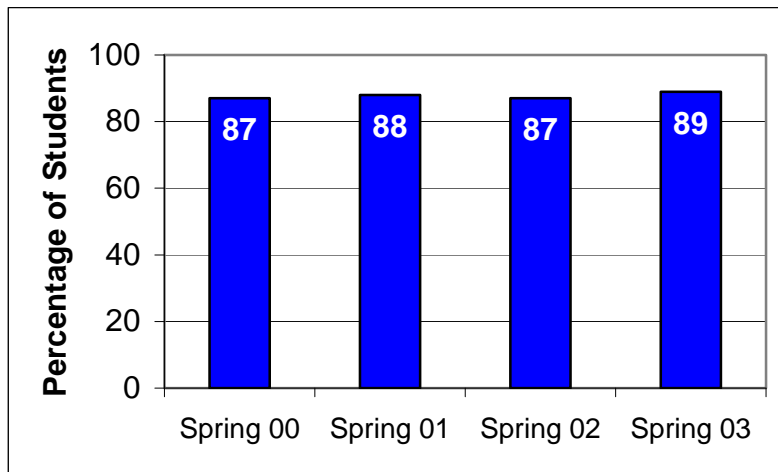
Figure 11. Overall **Success Rates** by Gender: Fall 1999 – Fall 2002

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Female	70%	70%	71%	72%
Male	65%	66%	68%	69%
COC	67%	68%	69%	71%

Table 10. Overall **Success Rates** by Gender Compared to the College as a Whole: Fall 1999 – Fall 2002

Overall Spring Retention Rates

Small differences in overall retention rates, seven percent or less, were found between males and



females. Results are consistent with those found in the fall terms (one percent differences were found between males and females and the College as a whole). Using a chi square test, the differences in retention rates between males and females, for spring semesters (2000, 2002,

Figure 12. Overall **Retention Rates** for COC: Spring 2000 – Spring 2003

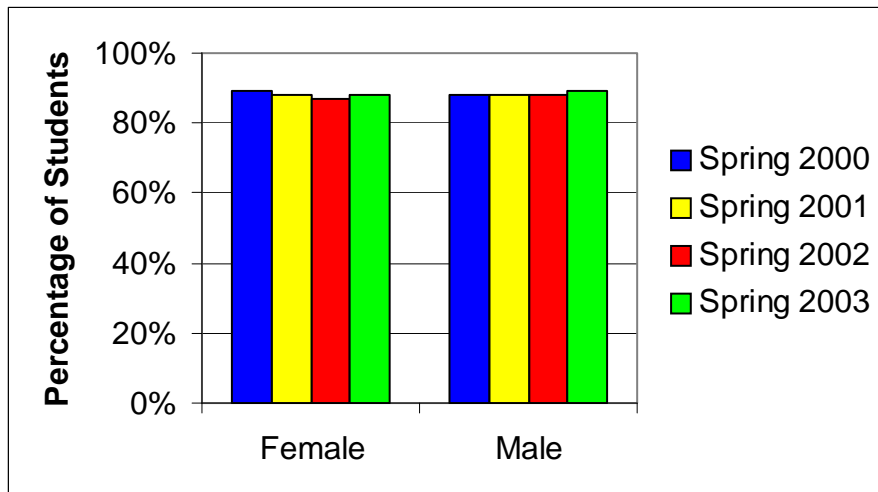


Figure 13. Overall **Retention Rates** by Gender: Spring 2000 – Spring 2003

and 2003), were found to be statistically significant, **Spring 2000:** $\chi^2(1, N=28,140)=4.42, p<.05;$ **Spring 2002:** $\chi^2(1, N=34,616)=12.61, p<.05;$ **Spring 2003:** $\chi^2(1, N=35,699)=7.90, p<.05.$ Differences in retention rates for Spring 2001 were not statistically significant **Spring 2001:** $\chi^2(1, N=30,587)=1.75, ns.$

	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Female	89%	88%	87%	88%
Male	88%	88%	88%	89%
COC	87%	88%	87%	89%

Table 11. Overall **Retention Rates** by Gender Compared to the College as a Whole: Spring 2000 – Spring 2003

Overall Spring Success Rates

The success rates for males and females were very similar to that for the College as a whole

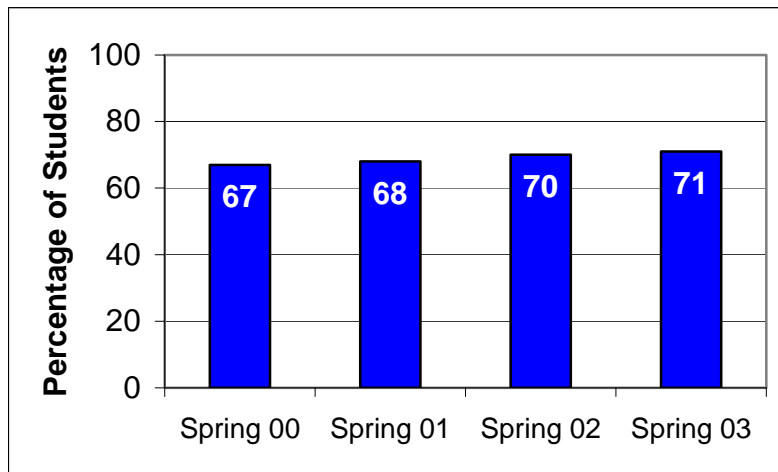


Figure 14. Overall **Success Rates** for COC: Spring 2000 – Spring 2003

across all four years (within three percent). Differences in success rates between males and females were also small (within six percent). Using a chi square test, the differences in success rates between males and females, for spring semesters (2000 and 2001), were statistically significant, **Spring 2000**: $\chi^2(1, N=28,140)=118.617$,

$p < .05$; **Spring 2001**: $\chi^2(1, N=30,587)=61.02$, $p < .05$.

Differences for Spring 2002 and Spring 2003 were not statistically significant **Spring 2002**: $\chi^2(1, N=34,616)=1.71$, ns; **Spring 2003**: $\chi^2(1, N=35,699)=3.45$, ns.

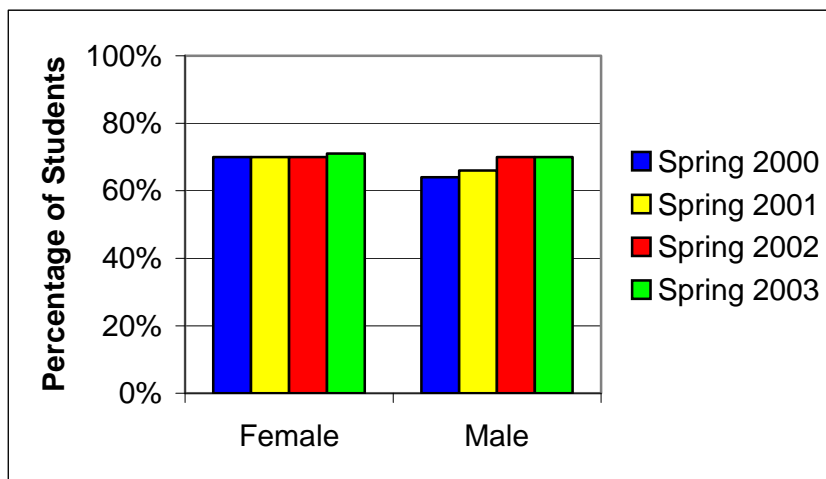


Figure 15. Overall **Success Rates** by Gender: Spring 2000 – Spring 2003

	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Female	70%	70%	70%	71%
Male	64%	66%	70%	70%
COC	67%	68%	70%	71%

Table 12. Overall **Success Rates** by Gender Compared to the College as Whole: Spring 2000 – Spring 2003

Age (See Attachment A for Report #151)

Research Question: *To what degree are there differences in retention and success rates between age groups for Fall 1999-Fall 2002 and Spring 2000-Spring 2003?* Very slight differences in overall retention rates, two percent or less, were found between students between the ages of 18-24 years, 25-54 years and age 55 and older. Furthermore, very slight differences, two percent or less, were found between students between the ages of 18-24 years, 25-54 years, and age 55 and older, and the college as a whole. Using a chi square test, the differences between groups' retention rates for fall semesters were found to be statistically significant for all fall terms (1999-2002) **Fall 1999:** $\chi^2(2, N=27,317)=13.35, p<.05$; **Fall 2000:** $\chi^2(2, N=29,318)=12.26, p<.05$; **Fall 2001:** $\chi^2(2, N=31,622)=6.65, p<.05$; **Fall 2002:** $\chi^2(2, N=31,607)=8.40, p<.05$.

Overall Fall Retention Rates

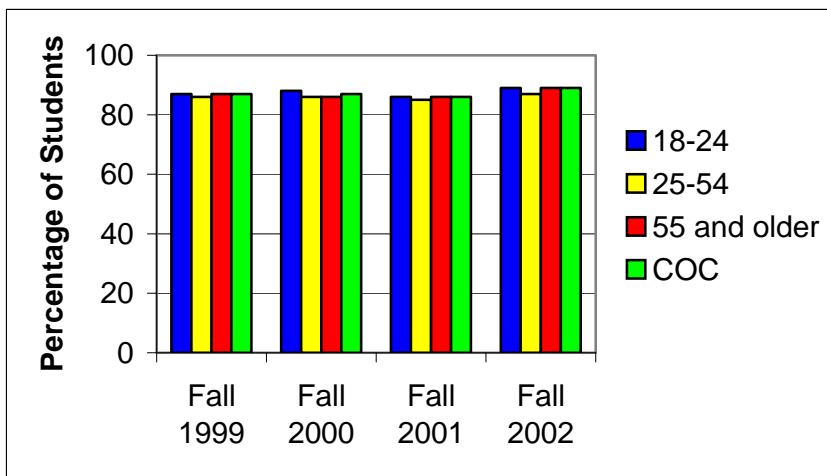


Figure 16. Overall **Retention Rates** by Age Compared to the College as a Whole: Fall 1999 – Fall 2002

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Age 18-24 years	87%	88%	86%	89%
Age 25-54 years	86%	86%	85%	87%
Age 55 years and older	87%	86%	86%	89%
COC	87%	87%	86%	89%

Table 13. Overall **Retention Rates** by Age Compared to the College as a Whole: Fall 1999 – Fall 2002

Overall Fall Success Rates

Overall, students age 25 and older have slightly higher success rates than students age 18-24.

Success rates for students age 25-54 and age 55 and older were higher than those for students age 18-24 across all four years. Specifically, in Fall 1999, Fall 2001, and Fall 2002, success rates for students age 55 and older and age 25-54 were nine percent (Fall 1999 and Fall 2001) and six percent higher, respectively than students age 18-24.

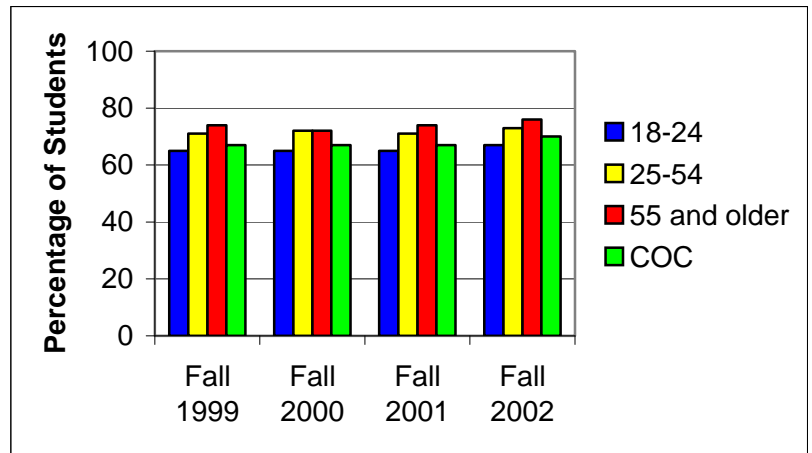


Figure 17. Overall **Success Rates** by Age Compared to the College as a Whole: Fall 1999 – Fall 2002

Using a chi square test, the differences in success rates between age

categories, for all fall semesters (1999-2002), were found to be statistically significant, **Fall**

1999: $\chi^2(2, N=27,317)=113.49, p<.05$; **Fall 2000:** $\chi^2(2, N=29,318)=106.63, p<.05$; **Fall 2001:**

$\chi^2(2, N=31,622)=88.34, p<.05$; **Fall 2002:** $\chi^2(2, N=31,607)=106.17, p<.05$.

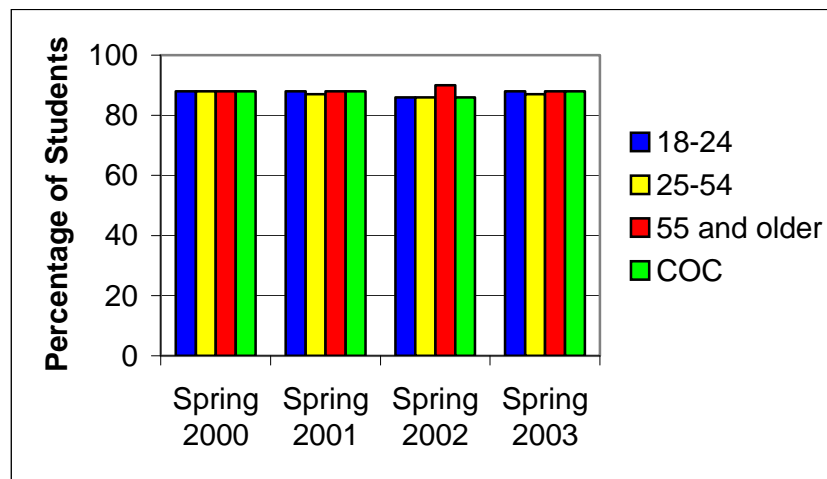
	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Age 18-24 years	65%	65%	65%	67%
Age 25-54 years	71%	72%	71%	73%
Age 55 years and older	74%	72%	74%	76%
COC	67%	67%	67%	70%

Table 14. Overall **Success Rates** by Age Compared to the College as a Whole: Fall 1999 – Fall 2002

Overall Spring Retention Rates

Small differences in overall retention rates, four percent or less, were found for students between the ages of 18-24 years, 25-54 years, and age 55 and older. Results are consistent with those found in the fall terms (differences of two percent or less were found for students between the ages of 18-24 years, 25-54 years, and age 55 and older, and the College as a whole). Using a chi square test, the differences in retention rates between groups, for spring semesters (2000, 2001, and 2002), were not found to be statistically significant *Spring 2000*: $\chi^2(2, N=25,711)=.70$, ns; *Spring 2001*: $\chi^2(2, N=27,736)=1.89$, ns; *Spring 2002*: $\chi^2(2, N=30,338)=3.76$, ns. However, differences observed in *Spring 2003* were found to be statistically significant $\chi^2(2, N=30,898)=6.52$, $p<.05$.

Figure 18. Overall **Retention Rates** by Age Compared to the College as a Whole: Spring 2000 – Spring 2003



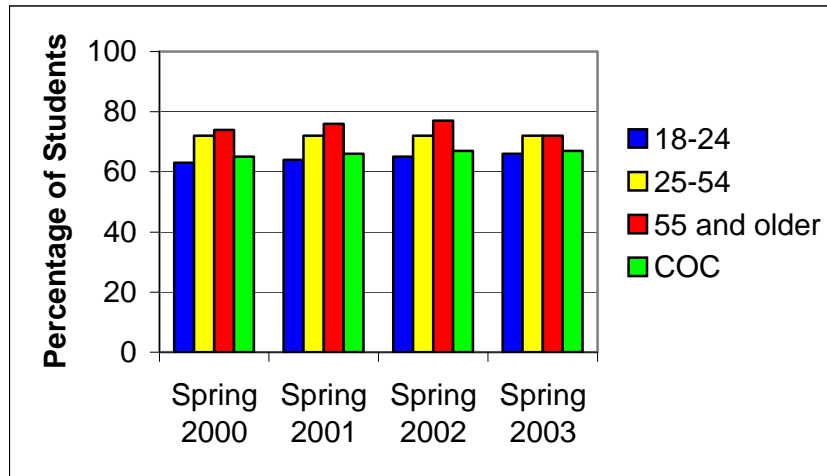
	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Age 18-24 years	88%	88%	86%	88%
Age 25-54 years	88%	87%	86%	87%
Age 55 years and older	88%	88%	90%	88%
COC	88%	88%	86%	88%

Table 15. Overall **Retention Rates** by Age Compared to the College as a Whole: Spring 2000 – Spring 2003

Overall Spring Success Rates

Differences in success rates between age categories were small (within six percent). Using a chi square test, the differences in success rates between age categories for all spring semesters (2000-2003), were found to be statistically significant, *Spring 2000*: $\chi^2(1, N=28,140)=215.88, p<.05$; *Spring 2001*: $\chi^2(1, N=30,587)=161.97, p<.05$; *Spring 2002*: $\chi^2(1, N=34,616)=149.98, p<.05$; *Spring 2003*: $\chi^2(1, N=35,699)=88.40, p<.05$.

Figure 19. Overall **Success Rates** by Age Compared to the College as a Whole: Spring 2000 – Spring 2003



	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Age 18-24 years	63%	64%	65%	66%
Age 25-54 years	72%	72%	72%	72%
Age 55 years and older	74%	76%	77%	72%
COC	65%	66%	67%	67%

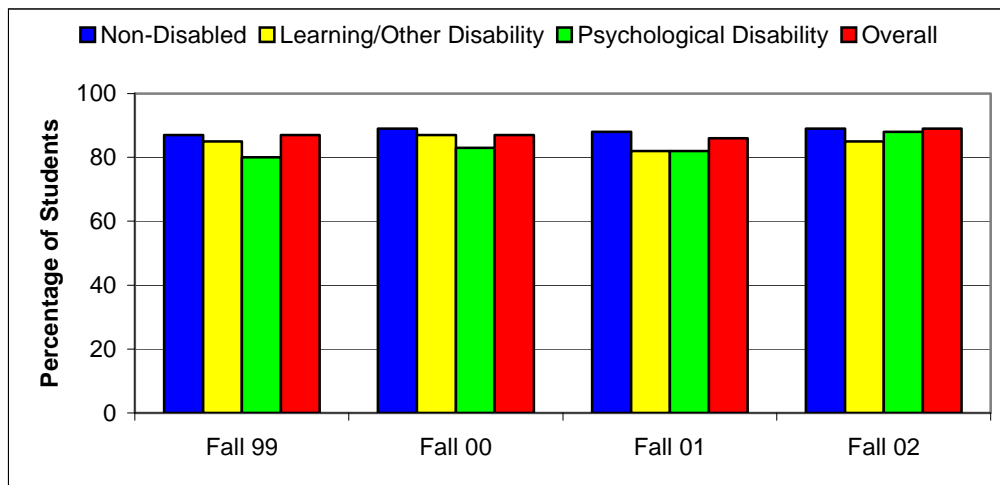
Table 16. Overall **Success Rates** by Age Compared to the College as Whole: Spring 2000 – Spring 2003

Disability (See Attachment A for Report #152-Revised)

Research Question: *To what degree are there differences in the overall retention and success rates, for Fall 1999-Fall 2002 and Spring 2000-Spring 2003, for College of the Canyons between disabled (Learning Disability/Other Disability and Psychological Disability) and non-disabled students? Small differences in overall retention rates, six percent or less, were found between students with a learning disability/other disability compared to non-disabled students. Furthermore, slight differences, four percent or less, were found between students with a learning disability/other disability and the College as a whole. Small differences in overall retention rates, seven percent or less, were also found between students with a psychological disability compared to non-disabled students. Furthermore, slight differences, seven percent or less, were found between students with a psychological disability and the College as a whole. Using a chi square test, the differences in retention rates between disabled (Learning Disability/Other Disability and Psychological Disability) and non-disabled students for fall semesters were statistically significant for all fall terms (1999-2002) **Fall 1999:** $\chi^2(2, N=15,103)=13.26, p<.05$; **Fall 2000:** $\chi^2(2, N=16,811)=6.30, p<.05$; **Fall 2001:** $\chi^2(2, N=19,024)=44.36, p<.05$; **Fall 2002:** $\chi^2(2, N=19,700)=22.11, p<.05$.*

Overall Fall Retention Rates

Figure 20. Overall **Retention Rates** for Disabled (Learning Disability/Other Disability and Psychological Disability) and Non-Disabled Students Compared to the College as a Whole: Fall 1999 – Fall 2002



	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Non-Disabled	87%	89%	88%	89%
Learning / Other Disability	85%	87%	82%	85%
Psychological Disability	80%	83%	82%	88%
Overall	87%	87%	86%	89%

Table 17. Overall **Retention Rates** for Disabled (Learning Disability/Other Disability and Psychological Disability) and Non-Disabled Students Compared to the College as a Whole: Fall 1999 – Fall 2002

Overall Fall Success Rates

Overall, non-disabled students had higher success rates compared to the disabled student population (students with a learning/other disability and those with a psychological disability). The success rates for non-disabled students were very similar to that for the College as a whole across all four years (within two percent). Discrepancies between non-disabled and disabled students (learning/other disability and those with a psychological disability)

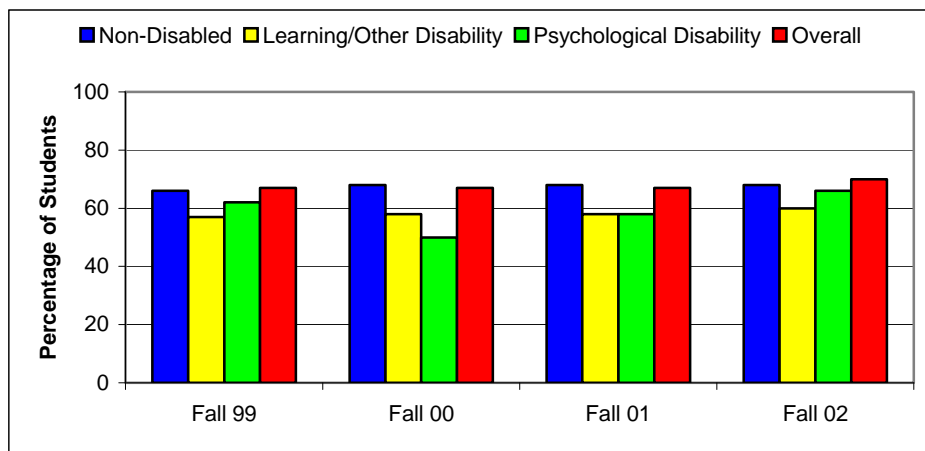


Figure 21. Overall **Success Rates** for Disabled (Learning Disability/Other Disability and Psychological Disability) Non-Disabled Students Compared to the College as a Whole: Fall 1999 – Fall 2002

success rates were consistent with those found for Fall retention rates. Small differences in success rates were found between the non-disabled and disabled student population (within 10 percent) with the exception of Fall 2000 for students with a psychological disability. Using a chi square test, the differences in success rates between non-disabled and disabled students (Learning Disability/Other Disability and Psychological Disability), for all fall semesters (1999-2002), were statistically significant, **Fall 1999:** $\chi^2(2, N=15,103)=37.74, p<.05$; **Fall 2000:** $\chi^2(2, N=16,811)=69.07, p<.05$; **Fall 2001:** $\chi^2(2, N=19,024)=61.75, p<.05$; **Fall 2002:** $\chi^2(2, N=19,700)=45.64, p<.05$.

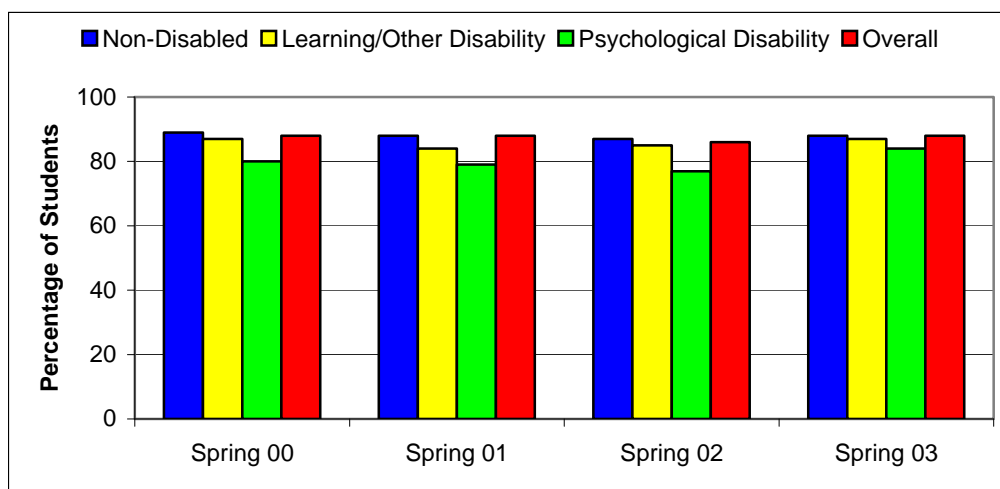
	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Non-Disabled	66%	68%	68%	68%
Learning / Other Disability	57%	58%	58%	60%
Psychological Disability	62%	50%	58%	66%
Overall	67%	67%	67%	70%

Table 18. Overall **Success Rates** for Disabled (Learning Disability/Other Disability and Psychological Disability) Non-Disabled Students Compared to the College as a Whole: Fall 1999 – Fall 2002

Overall Spring Retention Rates

Small differences in overall retention rates, seven percent or less, were found between students with a learning disability/other disability compared to non-disabled students. Furthermore, slight differences, four percent or less, were found between students with a learning disability/other disability and the College as a whole. Small differences in overall retention rates, 10 percent or less, were also found between students with a psychological disability compared to non-disabled students. Furthermore, slight differences, nine percent or less, were found between students with a psychological disability and the College as a whole. Using a chi square test, the differences in retention rates between non-disabled and disabled students for all spring semesters (2000-2003) were statistically significant with the exception of Spring 2003 *Spring 2000*: $\chi^2(2, N=12,254)=11.71, p<.05$; *Spring 2001*: $\chi^2(2, N=15,694)=29.60, p<.05$; *Spring 2002*: $\chi^2(2, N=17,983)=20.07, p<.05$; *Spring 2003*: $\chi^2(2, N=19,403)=2.86, ns$.

Figure 22. Overall **Retention Rates** for Disabled (Learning Disability/Other Disability and Psychological Disability) Non-Disabled Students Compared to the College as a Whole: Spring 2000 – Spring 2003



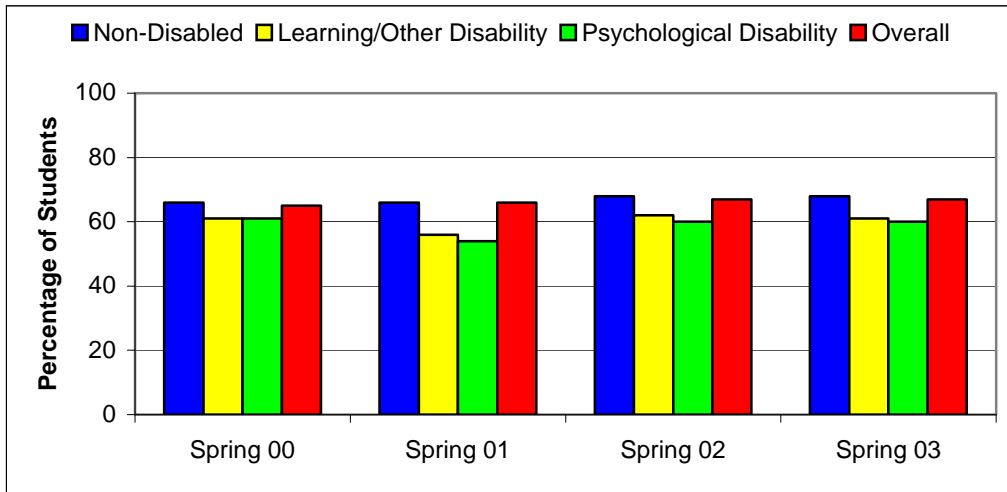
	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Non-Disabled	89%	88%	87%	88%
Learning / Other Disability	87%	84%	85%	87%
Psychological Disability	80%	79%	77%	84%
Overall	88%	88%	86%	88%

Table 19. Overall **Retention Rates** for Disabled (Learning Disability/Other Disability and Psychological Disability) Non-Disabled Students Compared to the College as a Whole: Spring 2000 – Spring 2003

Overall Spring Success Rates

Differences in success rates between non-disabled and disabled students (students with a learning/other disability and those with a psychological disability) were small (between 5 and 10 percent). Overall, non-disabled students had higher success rates compared to the disabled student population (students with a learning/other disability and those with a psychological disability). The success rates for non-disabled students were very similar to that for the College as a whole across all four years (within one percent). Discrepancies between non-disabled and disabled students (learning/other disability and those with a psychological disability) success rates were consistent with those found for Spring retention rates. Small differences in success rates were found between the non-disabled and disabled student population (within 10 percent) with the exception of Spring 2001 for students with a psychological disability. Using a chi square test, the differences in success rates between non-disabled and disabled students for all spring semesters (2000-2003) were statistically significant **Spring 2000**: $\chi^2(2, N=12,254)=11.71, p<.05$; **Spring 2001**: $\chi^2(2, N=15,694)=52.70, p<.05$; **Spring 2002**: $\chi^2(2, N=17,983)=20.64, p<.05$; **Spring 2003**: $\chi^2(2, N=19,403)=26.84, p<.05$ (see Figure 23 and Table 20).

Figure 23. Overall **Success Rates** for Disabled (Learning Disability/Other Disability and Psychological Disability) Non-Disabled Students Compared to the College as a Whole: Spring 2000 – Spring 2003



	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Non-Disabled	66%	66%	68%	68%
Learning / Other Disability	61%	56%	62%	61%
Psychological Disability	61%	54%	60%	60%
Overall	65%	66%	67%	67%

Table 20. Overall **Success Rates** for Disabled (Learning Disability/Other Disability and Psychological Disability) Non-Disabled Students Compared to the College as Whole: Spring 2000 – Spring 2003

CAMPUS-BASED RESEARCH

3. 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.

[PLEASE REFER TO ATTACHMENT A FOR METHODOLOGY].

Ethnicity (See Attachment A for Report #147)

Research Question: *What percentage of students, by ethnicity, enrolled in a basic skills math or English course or an ESL course in Fall 2000 and went on to successfully complete (achieve a letter grade of A, B, C, or CR) a transferable-level math or English course by Fall 2003?* Greater discrepancies between ethnic groups’ progression from basic skills English or ESL courses to transferable English courses were found compared to the slight differences found for progression from basic skills to transferable math courses. A higher percentage of Asian/Pacific Islander (17 percent) and Filipino (14 percent) students successfully completed a transferable-level English course by Fall 2003 after enrolling in basic skills English or ESL courses in Fall 2000 compared to White (7 percent), African American (3 percent), and Latino (3 percent) students. Overall, seven percent of the cohort who took a basic skills English or ESL course in Fall 2000 went on to successfully complete a transferable-level English course by Fall 2003. Using a chi square test, the differences between groups were found to be statistically significant, $\chi^2(7, N=719)=25.40, p<.05$.

	Percentage Who Successfully Completed a Transferable-Level English Course by Fall 2003	Total Enrolled in a Basic Skills English or ESL Course in Fall 2000
Native American/Alaskan Native*	0%	6
Asian/Pac. Isle.	17%	95
African American	3%	37
Filipino	14%	21
Latino	3%	233
Other	2%	49
White	7%	240
Unknown	11%	38
Overall	7%	719

Table 21. Percentage of Students in the Fall 2000 Cohort (all students who enrolled in a basic skills English or ESL course) Who Successfully Completed a Transferable-Level English Course by Fall 2003

*Caution should be used when interpreting data for Native American students given the small sample size. The number enrolled in transferable courses was too small to allow for meaningful analysis.

Compared to the discrepancies found for English courses, there was little difference (five percent or less) between the ethnic groups for transition from basic skills math in Fall 2000 to successful completion of a transferable-level math course by Fall 2003. Overall, the percentage of the Fall 2000 cohort who enrolled in at least one basic skills math course and then went on to successfully complete a transferable-level math course by Fall 2003 was very low (5 percent). Using a chi square test, the differences between groups were not found to be statistically significant, $\chi^2(7, N=1,190)=7.00, ns$. Table 22 illustrates the number of students, in each ethnic group, who enrolled in a basic skills math course in Fall 2000 and the percentage of that cohort who successfully completed at least one transferable-level math course by Fall 2003.

	Percentage Who Successfully Completed a Transferable-Level Math Course by Fall 2003	Total Enrolled in a Basic Skills Math Course in Fall 2000
Native American/Alaskan Native*	0%	10
Asian/Pac. Isle.	6%	24
African American	2%	59
Filipino	2%	41
Latino	4%	302
Other	1%	79
White	6%	614
Unknown	7%	61
Total (cohort)	5%	1190

Table 22. Percentage of Students in the Fall 2000 Cohort (all students who enrolled in a basic skills math course) Who Successfully Completed a Transferable-Level Math Course by Fall 2003

*Caution should be used when interpreting data for Native American students given the small sample size. The number enrolled in transferable courses was too small to allow for meaningful analysis.

Gender (See Attachment A for Report #150)

Research question: *To what degree are there differences between the percentage of male and female students enrolled in a basic skills math, English, or ESL course in Fall 2000 and who went on to successfully complete (achieve a letter grade of A, B, C, or CR) a transferable-level math or English course by Fall 2003?* Greater discrepancies between the progression from basic skills English or ESL courses to transferable English courses between females and males were found, compared to the slight differences found for progression from basic skills to transferable math courses. A higher percentage of females (9 percent) successfully completed a transferable-

level English course by Fall 2003 after enrolling in basic skills English or ESL courses in Fall 2000 compared to males (3 percent). Overall, seven percent of the cohort who took a basic skills English or ESL course in Fall 2000 went on to successfully complete a transferable-level English course by Fall 2003. Using a chi square test, the differences between males and females were statistically significant, $\chi^2(1, N=719)=7.59, p<.05$.

	Percentage Who Successfully Completed a Transferable-Level English Course by Fall 2003	Total Enrolled in a Basic Skills English or ESL Course in Fall 2000
Females	9%	429
Males	3%	290
Overall	7%	719

Table 23. Percentage of Females and Males in the Fall 2000 Cohort (all students who enrolled in a basic skills English or ESL course) Who Successfully Completed a Transferable-Level English Course by Fall 2003

Table 24 illustrates the number of females and males who enrolled in a basic skills math course in Fall 2000 and the percentage of that cohort who successfully completed at least one transferable-level

math course by Fall 2003.

Compared to the discrepancies

found for English courses, there was

very little difference (two

percent) between the females and

males for transition from basic skills math in Fall 2000 to successful completion of a transferable-level math course by Fall 2003. Overall, the percentage of the Fall 2000 cohort who enrolled in at least one basic skills math course and then went on to successfully complete a transferable-level math course by Fall 2003 was very low (5 percent). Using a chi square test, the differences between males and females were not found to be statistically significant $\chi^2(1, N=1,190)=2.57, ns$.

	Percentage Who Successfully Completed a Transferable-Level Math Course by Fall 2003	Total Enrolled in a Basic Skills Math Course in Fall 2000
Females	5%	713
Males	3%	477
Total (cohort)	5%	1,190

Table 24. Percentage of Females and Males in the Fall 2000 Cohort (all students who enrolled in a basic skills math course) Who Successfully Completed a Transferable-Level Math Course by Fall 2003

Age (See Attachment A for Report #151)

Research Question: *To what degree are there differences between age categories for students enrolled in a basic skills math, English or ESL course in Fall 2000*

	Percentage Who Successfully Completed a Transferable-Level English Course by Fall 2003	Total Enrolled in a Basic Skills English or ESL Course in Fall 2000
Age 18-24	6%	511
Age 25-54	5%	132
Age 55 and older	--	4
Overall	7%	605

Table 25. Percentage of Students in the Fall 2000 Cohort (all students who enrolled in a basic skills English or ESL course) Who Successfully Completed a Transferable-Level English Course by Fall 2003 (by age)

Note: The sample size for students age 55 and older was too small to allow for meaningful analysis.

who went on to successfully complete (achieve a letter grade of A, B, C, or CR) a transferable-level math or English course by Fall 2003? There was very little difference in the percentage of students age 18-24 and age 25-54 who progressed from basic skills English or ESL courses in Fall 2000 to transferable English courses (one percent difference) by Fall 2003. The sample size for students age 55 and older was too small to allow for

meaningful analysis. Overall, seven percent of the cohort who took a basic skills English or ESL course in Fall 2000 went on to successfully complete a transferable-level English course by Fall 2003. Using a chi square test, the differences between groups were not found to be statistically significant.

Table 26 illustrates the number of students who enrolled in a basic skills math course in Fall 2000 and the percentage of that cohort who successfully completed at least one transferable-level math course by

Fall 2003. A small difference was found between students age 18-24 and students age 25-54 who transitioned from a basic skills math course in Fall 2000 to successful completion

	Percentage Who Successfully Completed a Transferable-Level Math Course by Fall 2003	Total Enrolled in a Basic Skills Math Course in Fall 2000
Age 18-24	4%	891
Age 25-54	7%	184
Age 55 and older	--	4
Total (cohort)	4%	1,075

Table 26. Percentage of Students in the Fall 2000 Cohort (all students who enrolled in a basic skills math course) Who Successfully Completed a Transferable-Level Math Course by Fall 2003 (by age)

Note: The sample size for students age 55 and older was too small to allow for meaningful analysis.

of at least one transferable-level math course by Fall 2003. Overall, the percentage of the Fall 2000 cohort who enrolled in at least one basic skills math course and then went on to successfully complete a transferable-level math course by Fall 2003 was very low (4 percent). The sample size for students age 55 and older was too small to allow for meaningful analysis. Using a chi square test, the differences between groups was found to be statistically significant $\chi^2(1, N=1,075)=3.85, p<.05$.

Disability (See Attachment A for Report #152-Revised)

Research Question: *To what degree are there differences between students with a disability and*

those without a disability who enrolled in a basic skills math, English, or ESL course in Fall 2000 and went on to successfully complete (achieve a letter grade of A, B, C, or CR) a transferable-level math or English course by Fall 2003?

Overall, 14 percent of the cohort who took a basic skills English or ESL course in Fall 2000 went on to successfully complete a transferable-level English course by Fall 2003 (see Table 27). Using a chi square test, the difference between non-disabled and students with a learning / other disability was not statistically significant $\chi^2(1,$

	Percentage Who Successfully Completed a Transferable-Level English Course by Fall 2003	Total Enrolled in a Basic Skills English or ESL Course in Fall 2000
Non-Disabled	14%	660
Learning / Other Disability	11%	56
Psychological Disability	N/A	3
Overall	14%	719

Table 27. Percentage of Disabled (Learning Disability/Other Disability and Psychological Disability) Non-Disabled Students in the Fall 2000 Cohort (all students who enrolled in a basic skills English or ESL course) Who Successfully Completed a Transferable-Level English Course by Fall 2003

$N=708)=1.15, ns$.

A small difference was found between non-disabled and disabled students who transitioned from

	Percentage Who Successfully Completed a Transferable-Level Math Course by Fall 2003	Total Enrolled in a Basic Skills Math Course in Fall 2000
Non-Disabled	5%	1,126
Learning / Other Disability	2%	62
Psychological Disability	N/A	2
Total (cohort)	5%	1,190

a basic skills math course in Fall 2000 to successful completion of at least one transferable-level math course by Fall 2003 (four percent difference).

Table 28. Percentage of Disabled (Learning Disability/Other Disability and Psychological Disability) Non-Disabled Students in the Fall 2000 Cohort (all students who enrolled in a basic skills math course) Who Successfully Completed a Transferable-Level Math Course by Fall 2003

Table 28 illustrates the number of disabled and non-disabled students

who enrolled in a basic skills math course in Fall 2000 and the percentage of that cohort who successfully completed at least one transferable-level math course by Fall 2003. Overall, the percentage of the Fall 2000 cohort who enrolled in at least one basic skills math course and then went on to successfully complete a transferable-level math course by Fall 2003 was five percent. Using a chi square test, the difference between non-disabled and students with a learning / other disability was not statistically significant $\chi^2(1, N=1,188)=1.30, ns$.

CAMPUS-BASED RESEARCH

4. **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.
[PLEASE REFER TO ATTACHMENT A FOR METHODOLOGY].

Ethnicity (See Attachment A for Report #147)

Research Question: *What percentage of first-time freshmen in Fall 2000, who indicated their educational goal to be to receive either an associate’s degree or certificate, achieved their goal by Spring 2003?* Overall, 14 percent of the Fall 2000 cohort achieved their educational goal by Spring 2003. African American (6 percent) and Filipino (7 percent) students fell slightly below the expected value (10%) for their respective groups. Using a chi square test, the differences between groups were not found to be statistically significant, $\chi^2(7, N=781)=9.67, ns$. Table 29 illustrates the number of students in the Fall 2000 cohort represented by each ethnic group and the percentage of students who achieved their educational goal by Spring 2003.

	Number of Students in the Fall Cohort	Percentage Who Achieved Their Educational Goal by Spring 2003
American Indian / Alaskan Native*	5	0%
Asian/Pac. Isle	35	11%
African American	48	6%
Filipino	27	7%
Latino	179	10%
Other	49	14%
White	376	17%
Unknown	62	15%
Total	781	14%

Table 29. The Number of Students in the Fall 2000 Cohort Represented by Each Ethnic Group and the Percentage of Students Who Achieved Their Educational Goal by Spring 2003.

*Caution should be used when interpreting data for Native American students given the small sample size. The number enrolled in transferable courses was too small to allow for meaningful analysis.

Gender (See Attachment A for Report #150)

Research Question: *Of the first-time freshmen in Fall 2000, who indicated their educational goal to be to receive either an associate’s degree or certificate, to what degree are there differences between the percentage of first-time male and female freshmen students in Fall 2000 who successfully achieved their goal by Spring 2003?*

	Number of Students in the Fall 2000 Cohort	Percentage Who Achieved Their Educational Goal by Spring 2003
Females	370	20%
Males	411	8%
Total	781	14%

Table 30. The Number of Male and Female Students in the Fall 2000 Cohort and the Percentage of Those Students Who Achieved Their Educational Goal by Spring 2003.

Using a chi square test, the differences between males and females were statistically significant, $\chi^2(1, N=781)=23.60, p<.05$.

and males in the Fall 2000 cohort and the percentage of females and males who achieved their educational goal by Spring 2003. Overall, 14 percent of the Fall 2000 cohort achieved their educational goal by Spring 2003. Females achieved their educational goal of either an associate’s degree or certificate at a higher rate (20

Age (See Attachment A for Report #151)

Research Question: *To what degree are there differences between age categories of first-time freshmen in Fall 2000 (students who indicated their educational goal to be to receive either an associate’s degree or certificate) who successfully achieved their educational goal by Spring 2003?*

	Number of Students in the Fall 2000 Cohort	Percentage Who Achieved Their Educational Goal by Spring 2003
Age 18-24	651	14%
Age 25-54	64	14%
Age 55 and older	1	--
Total	716	14%

Table 31. The Number of Students in the Fall 2000 Cohort Represented by Age Group and the Percentage of Students Who Achieved Their Educational Goal by Spring 2003.

Note: The sample size for students age 55 and older was too small to allow for meaningful analysis.

There was no difference in the percentage of students age 18-24 and students age 25-54 who achieved their educational goal of either an associate’s degree or certificate at a higher rate (14 percent, each). The sample size for students age 55 and older was too small to allow for

students (by age) in the Fall 2000 cohort and the percentage of students who achieved their educational goal by Spring 2003. Overall, 14 percent of the Fall 2000 cohort achieved their educational goal by Spring 2003.

meaningful analysis. Using a chi square test, the differences between groups were not found to be statistically significant.

Disability (See Attachment A for Report #152-Revised)

Research Question: *Of the first-time freshmen in Fall 2000, who indicated their educational goal to be to receive either an associate’s degree or certificate, to what degree are there differences between the percentage of first-time freshmen students with a disability and those without a disability, in Fall 2000, who successfully achieved their goal by Spring 2003?* Table 32 illustrates the number of non-disabled and disabled students in the Fall 2000 cohort and the percentage of those students who achieved their educational goal by Spring 2003. A higher percentage of the disabled student cohort achieved their educational goal (23%) compared to their non-disabled counterparts (14%). Overall, 14 percent of the Fall 2000 cohort achieved their educational goal by Spring 2003. There was a small difference in the percentage of non-disabled and disabled students who achieved their educational goal of either an associate’s degree or certificate at a higher rate (nine percent difference). However, caution should be taken when drawing conclusions from the disabled student results given the small sample size. Using a chi square test, the difference between non-disabled and disabled students was not statistically significant $\chi^2(1, N=781)=.98, ns$.

	Number of Students in the Fall 2000 Cohort	Percentage Who Achieved Their Educational Goal by Spring 2003
Non-Disabled	768	14%
Disabled*	13	23%
Total	781	14%

Table 32. The Number of Disabled and Non-disabled Students in the Fall 2000 Cohort and the Percentage of Students Who Achieved Their Educational Goal by Spring 2003.

*Caution should be taken when drawing conclusions from the results for disabled students in this cohort due to the small sample size.

CAMPUS-BASED RESEARCH

5. **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.

[PLEASE REFER TO ATTACHMENT A FOR METHODOLOGY].

Ethnicity (See Attachment A for Report #147)

Research Question: *What percentage of students in the Fall 1999 cohort, who had completed a minimum of 12 units and attempted a transfer-level math or English course, transferred by Fall 2003?* Based on data obtained from the National Student Loan Clearinghouse (NSLC), nearly

	Number of Students in the Fall 1999 Cohort	Percentage Who Transferred by Spring 2003
Native American/Alaskan Native	33	58%
Asian/Pac. Isle.	153	52%
African American	71	37%
Filipino	115	49%
Latino	487	44%
Other	169	50%
White	1800	50%
Unknown	201	41%
Overall	3029	48%

half (48%) of the Fall 1999 cohort transferred to a four-year institution by Spring 2003. More than half of Native American/Alaskan Native (58 percent) and Asian/Pacific Islander (52 percent) students transferred to a four-year institution. The greatest discrepancy in transfer rates was between African American (37 percent) and Native American/Alaskan Native (58 percent). There was less discrepancy (11 percent) between African

Table 33. The Number of Students in the Fall 1999 Cohort Represented by Each Ethnic Group and the Percentage of Students Who Transferred to a Four-year Institution by Spring 2003.

American students transfer rate and the overall transfer rate. Using a chi square test, the differences between groups were found to be statistically significant, $\chi^2(7, N=3,029)=17.32, p<.05$. Table 33 illustrates the ethnic distribution of students in the Fall 1999 transfer cohort and the percentage within each group that transferred to a four-year institution by Spring 2003.

Gender (See Attachment A for Report #150)

Research Question: *Of the students in the Fall 1999 cohort, who had completed a minimum of 12 units and attempted a transfer-level math or English course, to what degree are there differences between the percentage of males and females who transferred to a four-year institution by Fall 2003? Table 34 illustrates the distribution of male and female students in the Fall 1999 transfer cohort and the percentage of females and males that transferred to a four-year institution by Spring 2003. Based on data obtained from the National Student Loan Clearinghouse (NSLC), nearly half (48%) of the Fall 1999 cohort transferred to a four-year institution by Spring 2003. Females and males transferred at about the same rate (49 percent and 47 percent, respectively). Using a chi square test, the differences between males and females were not statistically significant $\chi^2(1, N=3,029)=1.67, ns$.*

	Number in the Fall 1999 Cohort	Percentage Who Transferred by Spring 2003
Females	1,727	49%
Males	1,302	47%
Overall	3,029	48%

Table 34. The Number of Male and Female Students in the Fall 1999 Cohort Represented and the Percentage of Those Students Who Transferred to a Four-year Institution by Spring 2003.

Age (See Attachment A for Report #151)

Research Question: *To what degree are there differences between age categories of students in*

	Number in the Fall 1999 Cohort	Percentage Who Transferred by Spring 2003
Age 18-24	2,311	52%
Age 25-54	606	35%
Age 55 and older	4	--
Overall	2,917	48%

Table 35. The Number of Students in the Fall 1999 Cohort Represented by Age and the Percentage of Students Who Transferred to a Four-year Institution by Spring 2003.

Note: The sample size for students age 55 and older was too small to allow for meaningful analysis.

the Fall 1999 cohort, who had completed a minimum of 12 units and attempted a transfer-level math or English course, who transferred by Spring 2003? Table 35 shows the number of students in the Fall 1999 cohort by age category and the percentage of those students who transferred to a four-year institution by Spring 2003. Based on data obtained from the National Student Loan Clearinghouse (NSLC), nearly half (48%) of the Fall 1999 cohort

transferred to a four-year institution by Spring 2003. Students age 18-24 transferred at a higher

rate (52 percent) compared to students age 25-54 (35 percent). The sample size for students age 55 and older was too small to allow for meaningful analysis. Using a chi square test, the differences between groups were found to be statistically significant $\chi^2(1, N=2,917)=52.19, p<.05$.

Disability (See Attachment A for Report #152-Revised)

Research Question: *Of the students in the Fall 1999 cohort, who had completed a minimum of 12 units and attempted a transfer-level math or English course, to what degree are there differences between the percentage of students with a disability and those without a disability who transferred to a four-year institution by Spring 2003?* Table 36 illustrates the number of non-disabled and disabled students in the Fall 1999 transfer cohort and the percentage of those students that transferred to a four-year institution by Spring 2003. Based on data obtained from the National Student Loan Clearinghouse (NSLC), nearly half (48%) of the Fall 1999 cohort transferred to a four-year institution by Spring 2003. A small difference was found between the percentage of non-disabled and disabled students who transferred to a four-year institution (six percent difference). Using a chi square test, the difference between non-disabled and students with a learning / other disability was not statistically significant $\chi^2(1, N=3,023)=.39, ns$.

	Number in Fall 1999 Cohort	Percentage Who Transferred by Spring 2003
Non-Disabled	2,958	49%
Learning / Other Disability	65	45%
Psychological Disability	6	N/A
Overall	3,029	48%

Table 36. The Number of Disabled (Learning Disability/Other Disability and Psychological Disability) Non-disabled Students in the Fall 1999 Cohort and the Percentage of Students Who Transferred to a Four-year Institution by Spring 2003.

Goals and Activities

GOALS AND ACTIVITIES

1. 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”

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.

Activity	EXPECTED OUTCOME	Timeline	Responsible Person(s)
ACTIVITY 1.1 – Monitor access indicator for ethnic groups, males/females, various age groups, and individuals with disabilities represented in the community.	Data will inform the Student Equity Plan Committee of any access problems to College of the Canyons for all groups represented in the community. Initial analysis for this Student Equity Plan did not show any disproportionate impact for any of the groups, with the exception of students age 25-54, represented in the community, but continued assessment is important for the College to undergo annually.	<ul style="list-style-type: none"> • Fall 2005 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology
ACTIVITY 1.2 – Develop programs to promote lifelong learning for individuals age 50 and older in the community.	<p>The College will conduct a survey of individuals in the Belcaro community, new residential housing for individuals age 55 and older. Survey results will be used to develop educational programs to Belcaro residents.</p> <p>Assess the need for and interest in educational course offering for individuals age 50 and older by</p>	<ul style="list-style-type: none"> • Summer 2004 • Fall 2004 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology, Office of Grants Development, and Patty Robinson, Sociology Department Chair and Sociology instructor

	<p>conducting surveys of the Santa Clarita Valley Senior Center and the Friendly Valley senior community.</p> <p>The College will pursue funding for a lifelong learning institute for individuals age 55 or older that will offer academic courses on the College’s campus.</p>	<ul style="list-style-type: none"> • Fall 2004 and Spring 2005 	
<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>Marketing programs and support services such as MESA, EOPS/CARE, DSP&S, and lifelong learning programs to adults age 50 and older will help ensure that COC is providing access to all individuals capable of profiting from instruction within the community as indicated in the College’s mission.</p>	<ul style="list-style-type: none"> • Fall 2005 	<ul style="list-style-type: none"> • MESA Director, EOPS/CARE Director, DSP&S Director, Office of Instruction (lifelong learning programs), Public Information Office
<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>New methods of communication, other than print material, and marketing of faculty positions within diverse faculty organizations will result in a more diverse faculty applicant pool.</p>	<ul style="list-style-type: none"> • Spring 2005 	<ul style="list-style-type: none"> • Student Equity Plan Committee and Human Resources Office

GOALS AND ACTIVITIES

2. 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”

While course completion (i.e., retention) was not a problem for the cohorts observed, College of the Canyons Student Equity Plan Committee will address the success rates of students as this indicator showed achievement gaps among the different ethnic groups represented on campus.

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.

Activity	EXPECTED OUTCOME	Timeline	Responsible Person(s)
ACTIVITY 2.1 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.	Qualitative data gathered will bring an understanding of the underlying factors that might be contributing to the achievement gaps among the various ethnic groups, males and females, age groups, and students with disabilities represented on campus. Data will also inform presentation designs for faculty and staff awareness of students’ perceptions and experiences in relation to ethnicity, gender, age, and disability.	<ul style="list-style-type: none"> • Spring 2005 • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • Edel Alonso, Counselor and Student ASG representatives (focus groups) • Student Equity Plan Committee members will all participate in presentations.
ACTIVITY 2.2 – Review College of the Canyons’ Annual Student Survey to determine if any items need to be added or revised.	Survey data will inform the committee of respondents’ perceptions of barriers and discrimination experienced on campus.	<ul style="list-style-type: none"> • Review items: January 2005 • Survey administration: Annually – Spring semester 	<ul style="list-style-type: none"> • Student Equity Plan Committee • Office of Institutional Development & Technology

GOAL 2. (Continued)

Activity	EXPECTED OUTCOME	Timeline	Responsible Person(s)
<p>ACTIVITY 2.3 – Assess usage of student support services by ethnicity, gender, age, and disability: Tutoring/Computing/Learning Lab, Counseling, EOPS/CARE, DSP&S, MESA, CalWORKs, Quest, Transfer Center, and Student Health & Wellness Center.</p>	<p>Data will be used to inform marketing efforts for student support services.</p> <p>Data will be used to inform future research activities designed to assess inequities among the various ethnic, age, and disability groups, and males and females represented on campus.</p>	<ul style="list-style-type: none"> • Spring 2005 – Fall 2005 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology will coordinate with all support services on analysis
<p>ACTIVITY 2.4 – Assess retention, success, and persistence rates of cohorts in the Quest program (starting Fall 2005).</p>	<p>Data will inform the committee as to whether the Quest program is an effective program for students identified as being at-risk, particularly underrepresented minority students.</p>	<ul style="list-style-type: none"> • Cohort 1: Spring 2005 – Spring 2006 • Cohort 2: Spring 2005 – Spring 2006 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology • Pamela Williams-Paez, Student Equity Plan Committee member and Sociology instructor
<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>Students who take part in challenging, supplemental, and supportive instructional activities with their peers and faculty members will demonstrate higher success than students who do not attend such activities.</p>	<ul style="list-style-type: none"> • Summer 2005 • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology • Susan Crowther, MESA Director
<p>ACTIVITY 2.6 – Student Equity Plan Committee will coordinate research activities with College of the Canyons’ Student Retention, Success and Persistence Committee.</p>	<p>The two committees will pool their resources and efforts to explore issues of student retention, success, and persistence as it relates to ethnicity, gender, age, and disability. Results will be used to inform program planning and interventions for students at risk.</p>	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Student Equity Plan Committee • Student Retention, Success, and Persistence Committee • Office of Institutional Development & Technology
<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>A cultural diversity requirement will help prepare students to face the opportunities and challenges of diversity in the workplace and in every other sphere of life. Furthermore, this</p>	<ul style="list-style-type: none"> • Fall 2004 	<ul style="list-style-type: none"> • Curriculum Committee

	requirement will address cultural diversity in the domains of knowledge, awareness, and/or skills.		
ACTIVITY 2.8 - Conduct Academic CPR workshops for students who are subject to dismissal.	Academic CPR workshops will increase the chance for success rates for students who take part in the workshops than students on probation who do not take part in the workshops.	<ul style="list-style-type: none"> Fall and Spring semesters 	<ul style="list-style-type: none"> Matriculation and Counseling.
ACTIVITY 2.9 – Cougar Mentor Program for students.	Peer mentor programs exist to help students throughout their 1st year of school.	<ul style="list-style-type: none"> Fall and Spring semesters 	<ul style="list-style-type: none"> Student Development Office
ACTIVITY 2.10 –Design a new orientation package using a student learning outcomes framework.	A new orientation package with a student learning outcomes foundation will clearly state what students should be able to do once they have completed the orientation and will evaluate the success of the orientation.	<ul style="list-style-type: none"> Spring 2005 Fall 2005 	<ul style="list-style-type: none"> Matriculation Committee
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.	Orientations designed to meet the needs of both new and returning student populations will help ensure that adequate time is devoted to their respective needs.	<ul style="list-style-type: none"> Fall and Spring semesters 	<ul style="list-style-type: none"> EOPS/CARE Director, Pamela Brogdon-Wynne and EOPS/CARE counselors.
ACTIVITY 2.12 – Conduct probation workshops and continue Early Alert program for EOPS/CARE students.	Interventions for EOPS/CARE students in academic difficulty will increase the chance for success for students by providing the academic support needed for success.	<ul style="list-style-type: none"> Fall and Spring semesters 	<ul style="list-style-type: none"> EOPS/CARE Director, Pamela Brogdon-Wynne and EOPS/CARE counselors.
ACTIVITY 2.13 – Continue EOPS Peer Advisor program.	EOPS/CARE students will receive the academic support specific to their needs to be successful academically.	<ul style="list-style-type: none"> Fall and Spring semesters 	<ul style="list-style-type: none"> EOPS/CARE Director, Pamela Brogdon-Wynne and EOPS/CARE counselors.
ACTIVITY 2.14 – Continue MESA orientations and progress reports.	Providing orientations tailored to the specific needs of MESA students equips students with the necessary skills to be successful. Monitoring academic progress allows	<ul style="list-style-type: none"> Fall and Spring semesters 	<ul style="list-style-type: none"> MESA Director, Susan Crowther

	MESA staff to identify students in academic difficulty and provide interventions designed to increase student success for those students.		
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.	Awareness of diversity (ethnic, disability, age, and gender) will result in a greater understanding, acceptance, and more equitable treatment of those who are different from us.	<ul style="list-style-type: none"> • Spring 2005 	<ul style="list-style-type: none"> • Student Equity Plan Committee
ACTIVITY 2.16 – Expanded operation of tutoring lab for DSP&S students for Fall, Spring, and Summer.	Expanded hours of operation for the tutoring lab for students with disabilities will provide additional academic support, which will result in higher success rates among students.	<ul style="list-style-type: none"> • Spring 2005 • Fall 2005 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology (data collection) and DSP&S Office
ACTIVITY 2.17 – Continue Early Alert, Progress Reports, and one-on-one meetings (a minimum of 3x/semester) for DSP&S students.	Identification of DSP&S students in academic difficulty will help ensure that students with disabilities are given the academic support and interventions needed to be successful in their academic coursework.	<ul style="list-style-type: none"> • Every semester 	<ul style="list-style-type: none"> • DSP&S Director and Counselors
ACTIVITY 2.18 – Continue DSP&S orientation for students with disabilities.	Orienting students with disabilities to College of the Canyons and to the support services available will help prepare students to be academically successful.	<ul style="list-style-type: none"> • Fall/Spring semesters 	<ul style="list-style-type: none"> • DSP&S Director and Counselors
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.	Equipping instructors with knowledge and skills on how to teach students with disabilities will in turn lead to more success for students with disabilities compared to their non-disable counterparts in the same classes.	<ul style="list-style-type: none"> • Fall 2005 	<ul style="list-style-type: none"> • DSP&S Director and Counselors
ACTIVITY 2.20 – Meet individually	Individualizing Board Advisory	<ul style="list-style-type: none"> • Fall 2005 	<ul style="list-style-type: none"> • DSP&S Director and Counselors

with academic departments to identify their expectations of students with disabilities and to convey DSP&S expectations for academic departments.	meetings with academic departments will result in awareness and alignments of academic expectations, which will in turn, inform DSP&S orientation planning and prepare students with disabilities to be more successful in their academic coursework.	<ul style="list-style-type: none"> • Spring 2006 	
ACTIVITY 2.21 – Recently hired DSP&S Access Coordinator position.	Ensure that 10% of computer labs are accessible, address other accessibility issues, and assist faculty with Section 508 compliance.	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • DSP&S Access Coordinator, Wendy Shaner
ACTIVITY 2.22 – Explore online instructional and informational tools for instructors for working with DSP&S students.	Online teaching and informational tools for faculty may provide quick and easy access to information on how to work with students with certain disabilities (e.g., deaf, blind, etc.), which will help instructors be more effective in working with DSP&S students, which will in turn, help students be more successful in their academic coursework.	<ul style="list-style-type: none"> • Spring 2005 • Summer 2005 • Fall 2005 	<ul style="list-style-type: none"> • DSP&S Director, Dr. Jane Feuerhelm and Student Equity Plan Committee members
ACTIVITY 2.23 – Explore widening course offerings to address the culturally diverse student population represented on campus.	Findings from the exploration of courses that reflect cultural diversity will expand the number of course offerings from students to choose from in meeting the new diversity requirement for AA/AS degrees.	<ul style="list-style-type: none"> • Fall 2005 (explore courses) • Fall 2007 (propose new courses to curriculum committee) 	<ul style="list-style-type: none"> • Student Equity Plan Committee
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.	Equipping students with the study and preparatory skills needed to be successful, academically, will increase retention, success, and persistence rates for students who take part in the personal development courses.	<ul style="list-style-type: none"> • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • EOPS/CARE Director, Pamela Brogdon-Wynne and EOPS/CARE Counselor, Sara Gonzales
ACTIVITY 2.25 – Continue Student Equity Plan Committee meetings.	Monitor progress toward activity goals 2.1 – 2.24	<ul style="list-style-type: none"> • Monthly (excluding June, July, August) 	<ul style="list-style-type: none"> • Student Equity Plan Committee members

GOALS AND ACTIVITIES

3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

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

GOAL 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.

Activity	EXPECTED OUTCOME	Timeline	Responsible Person(s)
ACTIVITY 3.1 – Gather additional data on basic skills completion by ethnicity, gender, age, and disability.	Further data analysis will enable the committee to analyze trends over time.	<ul style="list-style-type: none"> • Spring 2006 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology
ACTIVITY 3.2 - Assess retention, success, and basic skills completion rates of cohorts in the Quest program (starting Spring 2005).	Data will inform the committee as to whether the Quest program is an effective program for students identified as being at-risk, particularly students placing into remedial level math and English courses.	<ul style="list-style-type: none"> • Cohort 1: Spring 2005 – Spring 2006 • Cohort 2: Spring 2005 – Spring 2006 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology • Pamela Williams-Paez, Student Equity Plan Committee member and Sociology instructor.
ACTIVITY 3.3 – Analyze results of focus groups conducted in Spring 2005, Fall 2006, and Spring 2006.	Data will inform the committee of future actions which need to be taken to narrow the achievement gap (i.e., basic skills completion by ethnicity, gender, age, and disability). Any intervention or program implemented will be based on existing research which demonstrates evidence of an intervention or program’s effectiveness.	<ul style="list-style-type: none"> • Spring 2005 • Fall 2006 • Spring 2006 	<ul style="list-style-type: none"> • Student Equity Plan Committee members

GOALS AND ACTIVITIES

4. 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 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.

Activity	EXPECTED OUTCOME	Timeline	Responsible Person(s)
ACTIVITY 4.1 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.	<p>Qualitative data gathered will bring an understanding of the underlying factors that might be contributing to the discrepancies in degree and certificate completion among the various ethnic groups represented on campus.</p> <p>Data will also inform presentation designs for faculty and staff awareness of any perceived barriers that might be contributing to the observed gaps.</p> <p>Data will also inform counseling efforts with regard to informed</p>	<ul style="list-style-type: none"> • Spring 2005 • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • Edel Alonso, Student Equity Plan Committee member and Counselor, Pamela Williams-Paez, Student Equity Plan Committee member and Sociology instructor, and Student ASG representatives, Student Equity Plan Committee student representatives (focus groups) • Student Equity Plan Committee members will all participate in presentations.

<p>ACTIVITY 4.2 – Conduct Academic CPR workshops for students who are subject to dismissal.</p>	<p>educational goal and student educational plan awareness for students.</p> <p>Academic CPR workshops will increase the chance for success rates for students who take part in the workshops than students on probation who do not take part in the workshops.</p>	<ul style="list-style-type: none"> • Fall and Spring semesters 	<ul style="list-style-type: none"> • Matriculation and Counseling.
<p>ACTIVITY 4.3 – Implement online degree audit as indicated in the College’s Title III grant.</p>	<p>Students will be able to monitor their progress towards their educational goal online, which will improve completion and transfer rates by reducing the need to meet with a counselor one-on-one.</p>	<ul style="list-style-type: none"> • Spring 2005 	<ul style="list-style-type: none"> • Management Information System Office and Admissions & Records
<p>ACTIVITY 4.4 - The Counseling Office will offer workshops designed to help continuing students select their courses for next semester.</p>	<p>Workshops are designed to help students learn the basics of educational planning, covering such topics as “what classes are required for my major?” and “what do I need to transfer?” This will help ensure that students are enrolling in the proper courses included in their educational plan, which will increase the degree/completion rates.</p>	<ul style="list-style-type: none"> • Beginning Fall 2004 and every Fall and Spring semester thereafter. 	<ul style="list-style-type: none"> • Counseling office.

GOALS AND ACTIVITIES

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

Activity	EXPECTED OUTCOME	Timeline	Responsible Person(s)
ACTIVITY 5.1 – Conduct further analyses on students in the Fall 1999 transfer cohort by ethnicity, gender, age, and disability.	<p>Determine if students were or are still enrolled at COC or another community college.</p> <p>Determine if students transferred after Fall 2003 to a four-year institution.</p>	<ul style="list-style-type: none"> • Spring 2006 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology
ACTIVITY 5.2 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.	<p>Qualitative data gathered will bring an understanding of the underlying factors that might be contributing to the discrepancies in transfer rates among the various ethnic groups, males and females, age groups, and students with disabilities represented on campus.</p> <p>Data will also inform presentation designs for faculty and staff awareness of any perceived barriers that might be contributing to the observed gaps.</p>	<ul style="list-style-type: none"> • Spring 2005 • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • Edel Alonso, Counselor and Student ASG representatives (focus groups) • Student Equity Plan Committee members will all participate in presentations

	<p>Data will also inform counseling efforts with regard to informed educational goal and student educational plan awareness for students.</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>Data will give an indication as to whether the University Center is alleviating the barrier of commuting out of the Santa Clarita Valley to other four-year institutions or whether a transfer problem still exist with individuals between the ages of 25-54.</p>	<ul style="list-style-type: none"> • Fall 2005 • Fall 2006 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology
<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>Collaboration efforts will result in shared resources and development of effective strategies for helping students be successful in meeting their transfer goal. Developing effective strategies and communication methods will be better designed once results from the focus groups are reported to both the Student Equity Plan Committee and the Transfer Office.</p>	<ul style="list-style-type: none"> • Summer 2005 • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • Student Equity Plan Committee members • Transfer Director, Danielle Butts
<p>ACTIVITY 5.5 – Begin development of an online alumni directory that would provide current students access to MESA, EOPS/CARE, DSP&S, Athlete, Transfer, PACE, and Quest alumni who have transferred to four-year institutions.</p>	<p>Current students will be able to identify with alumni who are similar to themselves. Most importantly, students will be able to contact COC alumni who will in turn serve as a mentor for current students, thus increasing transfer rates.</p>	<p><u>Development of Website</u></p> <ul style="list-style-type: none"> • Summer 2005 • Fall 2005 • Spring 2006 • Summer 2006 	<ul style="list-style-type: none"> • Student Equity Plan Committee

Budget and Sources of Funding

Budget and Sources of Funding

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.

Activity	Budget	Amount	Timeline	Responsible Person(s)
ACTIVITY 1.1 – Monitor access indicator for ethnic groups, males/females, various age groups, and individuals with disabilities represented in the community.	This activity will be absorbed into the regular operations of IDT.	Currently Funded	<ul style="list-style-type: none"> Fall 2005 	<ul style="list-style-type: none"> Office of Institutional Development & Technology
ACTIVITY 1.2 – Develop programs to promote lifelong learning for individuals age 50 and older in the community.	These activities are part of the mission and normal responsibilities for these departments. Some dollars may be dedicated to hire grant writing consultants	\$5,000 offset by indirect costs.	<ul style="list-style-type: none"> Summer 2004 Fall 2004 Fall 2004 and Spring 2005 	<ul style="list-style-type: none"> Office of Institutional Development & Technology, Office of Grants Development, and Patty Robinson, Sociology Department Chair and Sociology instructor
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.	This activity will be absorbed into the regular operations of the responsible departments,	Currently Funded	<ul style="list-style-type: none"> Fall 2005 	<ul style="list-style-type: none"> MESA Director, EOPS/CARE Director, DSP&S Director, Office of Instruction (lifelong learning programs), Public Information Office
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.		\$5,000 supported by staff diversity funding.	<ul style="list-style-type: none"> Spring 2005 	<ul style="list-style-type: none"> Student Equity Plan Committee and Human Resources Office
Total for this Goal		\$10,000		

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.

Activity	Budget	Amount	Timeline	Responsible Person(s)
ACTIVITY 2.1 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.	5% release time for the Counselor for each identified semester.	These dollars will be absorbed by the Counseling Department certificated salary. Not to exceed \$5,000	<ul style="list-style-type: none"> • Spring 2005 • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • Edel Alonso, Counselor and Student ASG representatives (focus groups) • Student Equity Plan Committee members will all participate in presentations
ACTIVITY 2.2 – Review College of the Canyons’ Annual Student Survey to determine if any items need to be added or revised.	This activity will be absorbed into the normal functions of these groups.	Currently Funded	<ul style="list-style-type: none"> • Review items: January 2005 • Survey administration: Annually – Spring semester 	<ul style="list-style-type: none"> • Student Equity Plan Committee • Office of Institutional Development & Technology
ACTIVITY 2.3 – Assess usage of student support services by ethnicity, gender, age, and disability.	This activity will be completed by IDT with additional dollars for survey materials.	\$2,000	<ul style="list-style-type: none"> • Spring 2005 – Fall 2005 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology will coordinate with all support services on analysis
ACTIVITY 2.4 – Assess retention, success, and persistence rates of cohorts in the Quest program (starting Fall 2005).	This activity is included in the Quest program budget plan.	No new dollars	<ul style="list-style-type: none"> • Cohort 1: Spring 2005 – Spring 2006 • Cohort 2: Spring 2005 – Spring 2006 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology • Pamela Williams-Paez, Student Equity Plan Committee member and Sociology instructor
ACTIVITY 2.5 – Apply principles of MESA program and Implement successful MESA instructional activities (e.g., Academic Excellence Workshops) for other students on campus.	These activities will be absorbed into the Counseling Department Academic Success workshops.	Currently Funded	<ul style="list-style-type: none"> • Summer 2005 • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology • Susan Crowther, MESA Director

Activity	Budget	Amount	Timeline	Responsible Person(s)
ACTIVITY 2.6 – Student Equity Plan Committee will coordinate research activities with College of the Canyons’ Student Retention, Success and Persistence Committee.	This is a cost free item	N/A	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Student Equity Plan Committee • Student Retention, Success, and Persistence Committee • Office of Institutional Development & Technology
ACTIVITY 2.7 – The College will implement a Cultural Diversity Requirement as part of the general education A.A./A.S. requirements.	This is a cost free item	N/A	<ul style="list-style-type: none"> • Fall 2004 	<ul style="list-style-type: none"> • Curriculum Committee
ACTIVITY 2.8 - Conduct Academic CPR workshops for students who are subject to dismissal.	This is a currently budgeted activity	N/A	<ul style="list-style-type: none"> • Fall and Spring semesters 	<ul style="list-style-type: none"> • Matriculation and Counseling.
ACTIVITY 2.9 – Cougar Mentor Program for students.		\$5,000 offset from student support fees	<ul style="list-style-type: none"> • Fall and Spring semesters 	<ul style="list-style-type: none"> • Student Development Office
ACTIVITY 2.10 –Design a new orientation package using a student learning outcomes framework.	This will be conducted with currently funded staff time	Currently Funded	<ul style="list-style-type: none"> • Spring 2005 • Fall 2005 	<ul style="list-style-type: none"> • Matriculation Committee
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.	This activity will be funded through EOPS funds	No new dollars	<ul style="list-style-type: none"> • Fall and Spring semesters 	<ul style="list-style-type: none"> • EOPS/CARE Director, Pamela Brogdon-Wynne and EOPS/CARE counselors.
ACTIVITY 2.12 – Conduct probation workshops and continue Early Alert program for EOPS/CARE students.	This activity will be funded through EOPS funds	No new dollars	<ul style="list-style-type: none"> • Fall and Spring semesters 	<ul style="list-style-type: none"> • EOPS/CARE Director, Pamela Brogdon-Wynne and EOPS/CARE counselors.
ACTIVITY 2.13 – Continue EOPS Peer Advisor program.	This activity will be funded through EOPS funds	No new dollars	<ul style="list-style-type: none"> • Fall and Spring semesters 	<ul style="list-style-type: none"> • EOPS/CARE Director, Pamela Brogdon-Wynne and EOPS/CARE counselors.
ACTIVITY 2.14 – Continue MESA orientations and progress reports.	This activity will be funded through MESA funds	No new dollars	<ul style="list-style-type: none"> • Fall and Spring semesters 	<ul style="list-style-type: none"> • MESA Director, Susan Crowther
ACTIVITY 2.15 – Begin	This is a cost free	N/A	<ul style="list-style-type: none"> • Spring 2005 	<ul style="list-style-type: none"> • Student Equity Plan Committee

Activity	Budget	Amount	Timeline	Responsible Person(s)
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.	item			
ACTIVITY 2.16 – Expanded operation of tutoring lab for DSP&S students for Fall, Spring, and Summer.	The funds for this activity will come from DSPS allocations	\$7,500 offset by DSPS funding	<ul style="list-style-type: none"> • Spring 2005 • Fall 2005 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology (data collection) and DSP&S Office
ACTIVITY 2.17 – Continue Early Alert, Progress Reports, and one-on-one meetings (a minimum of 3x/semester) for DSP&S students.	This activity will be funded through DSPS funds	No new dollars	<ul style="list-style-type: none"> • Every semester 	<ul style="list-style-type: none"> • DSP&S Director and Counselors
ACTIVITY 2.18 – Continue DSP&S orientation for students with disabilities.	This activity will be funded through DSPS funds	No new dollars	<ul style="list-style-type: none"> • Fall/Spring semesters 	<ul style="list-style-type: none"> • DSP&S Director and Counselors
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.	Funded through Professional Development funding	Currently Funded	<ul style="list-style-type: none"> • Fall 2005 	<ul style="list-style-type: none"> • DSP&S Director and Counselors
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.	This is a normal function for this department	Currently Funded	<ul style="list-style-type: none"> • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • DSP&S Director and Counselors
ACTIVITY 2.21 – Recently hired DSP&S Access Coordinator position.	Funded through a state allocation for this purpose	External funding	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • DSP&S Access Coordinator, Wendy Shaner

Activity	Budget	Amount	Timeline	Responsible Person(s)
ACTIVITY 2.22 – Explore online instructional and informational tools for instructors for working with DSP&S students.	This is a funded activity through the Access Coordinator position	Currently Funded	<ul style="list-style-type: none"> • Spring 2005 • Summer 2005 • Fall 2005 	<ul style="list-style-type: none"> • DSP&S Director, Dr. Jane Feuerhelm and Student Equity Plan Committee members
ACTIVITY 2.23 – Explore widening course offerings to address the culturally diverse student population represented on campus.	This is a cost free item	N/A	<ul style="list-style-type: none"> • Fall 2005 (explore courses) • Fall 2007 (propose new courses to curriculum committee) 	<ul style="list-style-type: none"> • Student Equity Plan Committee
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.	This is a cost free item	N/A	<ul style="list-style-type: none"> • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • EOPS/CARE Director, Pamela Brogdon-Wynne and EOPS/CARE Counselor, Sara Gonzales
ACTIVITY 2.25 – Continue Student Equity Plan Committee meetings.	This is a cost free item	N/A	<ul style="list-style-type: none"> • Monthly (excluding June, July, August) 	<ul style="list-style-type: none"> • Student Equity Plan Committee members
Total for this Goal		\$19,500		

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.

Activity	Budget	Amount	Timeline	Responsible Person(s)
ACTIVITY 3.1 – Gather additional data on basic skills completion by ethnicity, gender, age, and disability.	This is an established function	Currently Funded	<ul style="list-style-type: none"> • Spring 2006 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology
ACTIVITY 3.2 - Assess retention, success, and basic skills completion rates of cohorts in the Quest program (starting Spring 2005).	This is an ongoing function	Currently Funded	<ul style="list-style-type: none"> • Cohort 1: Spring 2005 – Spring 2006 • Cohort 2: Spring 2005 – Spring 2006 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology • Pamela Williams-Paez, Student Equity Plan Committee member and Sociology instructor.
ACTIVITY 3.3 – Analyze results of focus groups conducted in Spring 2005, Fall 2006, and Spring 2006.	This is an established function of the department	Currently Funded	<ul style="list-style-type: none"> • Spring 2005 • Fall 2006 • Spring 2006 	<ul style="list-style-type: none"> • Student Equity Plan Committee members
Total for this Goal		\$0		

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.

Activity	Budget	Amount	Timeline	Responsible Person(s)
ACTIVITY 4.1 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.	Funding for this activity will be established in the Counseling Department	5 hours of release time for the weeks during the focus groups. Funding noted in item 2.1	<ul style="list-style-type: none"> • Spring 2005 • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • Edel Alonso, Student Equity Plan Committee member and Counselor, Pamela Williams-Paez, Student Equity Plan Committee member and Sociology instructor, and Student ASG representatives.
ACTIVITY 4.2 – Conduct Academic CPR workshops for students who are subject to dismissal.	This is an on-going activity	This activity is supported by Matriculation funds.	<ul style="list-style-type: none"> • Beginning Fall 2004 and every Fall and Spring semester thereafter 	<ul style="list-style-type: none"> • Matriculation and Counseling
ACTIVITY 4.3 – Implement online degree audit as indicated in the College’s Title III grant.	This activity is included in the federal grant	Funded through federal grant dollars	<ul style="list-style-type: none"> • Spring 2005 	<ul style="list-style-type: none"> • Management Information System Office and Admissions & Records
ACTIVITY 4.4 - The Counseling Office will offer workshops designed to help continuing students select their courses for next semester.	This is an on-going function of the Counseling Department	Currently Funded	<ul style="list-style-type: none"> • Fall and Spring semesters 	<ul style="list-style-type: none"> • Counseling office
Total for this Goal		\$0		

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

Activity	Budget	Amount	Timeline	Responsible Person(s)
ACTIVITY 5.1 – Conduct further analyses on students in the Fall 1999 transfer cohort by ethnicity, gender, age, and disability.	This is an established IDT function	Currently Funded	<ul style="list-style-type: none"> • Spring 2006 	<ul style="list-style-type: none"> • Office of Institutional Development & Technology
ACTIVITY 5.2 – Conduct a series of focus groups (minimum of three) with students in Spring 2005, Fall 2005, and Spring 2006.	Included in the Counseling Department budget	This funding is noted in item 2.1	<ul style="list-style-type: none"> • Spring 2005 • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • Edel Alonso, Counselor and Student ASG representatives (focus groups) • Student Equity Plan Committee
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.	This is an established IDT function	Currently Funded	<ul style="list-style-type: none"> • Fall 2005 • Fall 2006 	<ul style="list-style-type: none"> • Office of Institutional Development & 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.	This is an on-going Transfer Center function	Budget is included in the Transfer Center budget	<ul style="list-style-type: none"> • Summer 2005 • Fall 2005 • Spring 2006 	<ul style="list-style-type: none"> • Student Equity Plan Committee members • Transfer Director, Danielle Butts

<p>ACTIVITY 5.5 – Begin development of an online alumni directory that would provide current students access to MESA, EOPS/CARE, DSP&S, Athlete, Transfer, PACE, and Quest alumni who have transferred to four-year institutions.</p>		<p>Funding for this activity will be allocated from pooled resources from the impacted departments</p> <p>Not to exceed \$2,000</p>	<p><u>Development of Website</u></p> <ul style="list-style-type: none"> • Summer 2005 • Fall 2005 • Spring 2006 • Summer 2006 	<ul style="list-style-type: none"> • Student Equity Plan Committee
<p>Total for this Goal</p>		<p>\$2,000</p>		
<p>Total for this Plan</p>		<p>\$31,500</p>		

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

The purpose of the evaluation plan will be twofold: 1) to inform efforts to improve the Student Equity Plan and thereby reduce achievement gaps and/or inequities among males and females, ethnic groups, age groups, and students with disabilities and 2) to monitor progress of the plan in attaining the goals and objectives. To achieve these formative and summative purposes, the evaluation will continuously engage Student Equity Plan Committee members, faculty members, Academic Senate, administrators, and Board of Trustees in using both quantitative and qualitative data to monitor progress of these efforts, tune efforts in response to unmet activities or goals, and track narrowing of achievement gaps between the aforementioned groups represented on campus.

The evaluation plan addresses two major questions: 1) To what degree were activities implemented as intended and how can these activities be improved?, and 2) To what degree were responsible persons effective in attaining activity objectives? The first area comprises formative evaluation, while the later will produce final, summative evaluation information.

Both quantitative and qualitative methods will be employed. These methods include: surveys, focus groups, existing records (MIS data on course taking patterns, grades, and support services such as EOPS/CARE, DSP&S, Tutoring/Learning/Computing Lab), outside transfer data from the National Student Loan Clearinghouse, meeting minutes, counseling workshop schedules, flex workshop schedules and workshop evaluations, presentation schedules and content, curricula, program related materials, evaluation reports, and evaluation briefs.

Specific evaluation measures, expected outcomes, timelines, and responsible persons relative to each goal and activity are described in the above Goals and Activities section.

Attachments

ATTACHMENTS

- Meuschke, D.M. and Gribbons, B.C. (2004). Preliminary Analysis of Achievement Gaps at COC: Ethnicity – Report #147. Santa Clarita, CA: College of the Canyons.
- Meuschke, D.M. and Gribbons, B.C. (2004). Preliminary Analysis of Achievement Gaps at COC: Gender – Report #150. Santa Clarita, CA: College of the Canyons.
- Meuschke, D.M. and Gribbons, B.C. (2004). Preliminary Analysis of Achievement Gaps at COC: Age – Report #151. Santa Clarita, CA: College of the Canyons.
- Meuschke, D.M. and Gribbons, B.C. (2004). Preliminary Analysis of Achievement Gaps at COC: Disability – Report #152-*revised*. Santa Clarita, CA: College of the Canyons.
- Meuschke, D.M. and Gribbons, B.C. (2004). 1st Annual Student Survey: Spring 2004 – Report #153. Santa Clarita, CA: College of the Canyons.
- College of the Canyons’ Diversity Requirement

Appendix

STATE OF CALIFORNIA

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

1102 Q STREET
SACRAMENTO, CA 95814-6511
(916) 445-8752
HTTP://WWW.CCCCO.EDU



June 6, 2003

Via E-mail

Only

To: Student Equity Coordinators

From: Fusako Yokotobi
Vice Chancellor for Human Resources

Subject: Student Equity Plan

At their meeting in November 2002, the Board of Governors adopted the Task Force on Equity and Diversity Recommendations reflecting its continued interest to preserve and enhance the diversity and equity of students, faculty, and staff. With regards to Student Equity, the Task Force recommendations called on the Chancellor's Office to make available to Colleges guidelines for developing their Student Equity Plan. The Task Force also asked local governing boards to make a commitment to adopt a Student Equity Plan and submit it to the Chancellor's Office by March 2004. This timeline has been extended to **July 2004**. This memorandum provides the following guidelines and resources for developing the College Student Equity Plan.

College Student Equity Plan: Instructions for Completion. This document provides general guidelines, section-by-section instructions for developing a Student Equity plan that is focused on increasing access, retention, course completion, and transfer rates for all students (Attachment).

Student Equity: Guidelines for Developing a Plan. The Academic Senate for California Community Colleges paper, "[Student Equity: Guidelines for Developing a Plan](#)" provides a reference for creating Student Equity Plan. Click on the link above to access this document on the Academic Senate's website.

Model Student Equity Plan: The Academic Senate's paper includes a reference to a student equity plan that was developed by Modesto Junior College in 1993. In fact, the Modesto Junior College Plan was rated as "outstanding" by our office at the time because it demonstrated what a well-constructed plan might include. We must caution, however, that the Modesto Plan preceded the 1998 amendments to section 54220 of Title 5, which section describes the requirements for student equity plans. We must also point out that the Modesto Plan predated the passage of Proposition 209 in 1996 and the 2001 appellate decision that considered the scope of Proposition 209 and equal protection guarantees (*Connerly v. State Personnel Board*). Accordingly, while there is much to commend the Modesto Plan, districts should be mindful that the Plan addresses some student equity plan elements that are no longer in effect. Therefore, it should not be embraced in its entirety. As with many materials that predate the passage of Proposition 209, some elements may require special review as they are translated for current use. Districts that wish to consider the Modesto Plan as a guide should consult their legal counsel to determine

which plan elements are appropriate under the revised regulation and consistent with Proposition 209.

Questions regarding the Task Force Recommendations and the development of the Student Equity Plan should be directed to Carmela Kelly-Batch at cbatch@cccco.edu or 916-324-2355.

Attachment

College Student Equity Plan: Instructions for Completion

College Student Equity Plan

Instructions for Completion



June 2003

Chancellor's Office
California Community Colleges
Human Resources Division

Instructions for Completion of the College Student Equity Plan

I. Introduction

In order to promote student success for all students, the governing board of each community college district is required to adopt a student equity plan for each college in the district (Title 5, §54220). The student equity plan contains student success indicators (standards) as they relate to the Board of Governors policy on student equity implementation for each college.

This document presents guidelines to assist colleges in the development of their student equity plan. The Academic Senate for California Community Colleges paper, “Student Equity: Guidelines for Developing a Plan” offers additional strategies for creating a student equity plan.

II. General Guidelines

Student Equity plans are due in the Chancellor’s Office during the month of **July 2004** and annually thereafter. Be sure to involve faculty, staff, students and the appropriate people from the community in the development of this plan (Title 5, §54220(b)). Provide sufficient details to illustrate your college’s student equity, goals and objectives.

The plan should thoroughly describe the implementation of each student success indicator being addressed. Additionally, the plan should describe policies, activities and procedures as they relate to student equity at your college. The plans should describe the college’s student equity strategies on how constituents are affected by the various activities/programs implemented to provide equal opportunity for each population group of students.

“Each population group of students” means American Indians or Alaskan natives, Asian or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (Title 5, §54220(d)).

“Success indicators” are measurable standards used to determine areas for which various population groups may be impacted by issues of equal opportunity. The Board of Governors has identified five success indicators:

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.

B. Course Completion (*Retention*)

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. Note: Although Title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines.

“Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

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.

Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and innumeracy.

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.

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.

III. Section-by-Section Instructions. The plan is divided into **seven** sections:

- Section A.** Cover/Table of Contents/Signature page
- Section B.** Executive Summary
- Section C.** Campus-Based Research
- Section D.** Goals and Activities for each success indicator
- Section E.** Budget (source of funding for activities)
- Section F.** Evaluation Schedule and Process
- Section G.** Attachments (*Optional*)

A. Cover/Table of Contents/Signature Page

Signatures required include the student equity coordinator, the academic senate president, the college president, and (if applicable) the district chancellor.

Regulations require that the districts’ governing boards formally adopt the Student Equity Plans. Districts must be sure that the plan can be presented and approved in time for it to be signed and sent to the Chancellor’s Office by the **July 2004** deadline.

B. Executive Summary

Include an executive summary, which identifies the groups for whom goals have been set (Title 5 §54220(a)(6)). The summary should also include:

1. the **goals**
2. the **activities** the college will implement to achieve the goals
3. the **resources** budgeted

4. the college's **contact person** for further information

C. Campus-Based Research

Conduct basic research to determine the extent of student equity in the five student success areas described in Section II (Title 5 §54220(a)(1)). This may include but is not limited to an assessment of success indicators, campus climate studies, or other effective means of identifying areas in which all groups may or may not be best served through the college.

The Board of Governors has identified five measurable *success indicators* that are key in determining the success that various population groups are achieving: (1) access; (2) course completion; (3) ESL and basic skills completion; (4) degree and certificate completion; and, (5) transfer.

D. Goals and Activities

List goals set to ensure student equity when disparity is noted within any success indicator area for any student population group. Goals should include performance measures for determining progress toward achieving the desired outcomes. The measures should identify the baseline data finding from the basic research which forms the basis for noting an equity issue, as well as the amount of progress to be achieved. Establish target dates for achieving expected outcomes and list the staff person (position) involved in its completion (Title 5 §54220(a)(2)).

Describe implementation activities identified to address student equity goals to include, but not limited to, existing student equity related programs on your campus (Title 5 §54220(a)(3)).

E. Budget

List sources of funding for activities in the plan. Because an institution-wide response to student equity is appropriate, all institutional funds can be viewed as resources for student equity (Title 5 §54220(a)(4)).

F. Evaluation Schedule and Process

Indicate schedule and process for evaluating progress in implementing the goals identified in the plan (Title 5 §54220(a)(5)).

G. Attachments (Optional)

You may submit any documents, handbooks, manuals or similar materials that your district/college has developed as appendices to your plan. These materials will be made available to other colleges.

Additional Information

Questions regarding the development of the college Student Equity Plan may be directed to:

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