

College of the Desert Student Equity Plan 2022-25

Executive Summary

The College of the Desert's 2022-25 Student Equity Plan was created by a representative group of faculty, staff, and leadership who sought out and received input from students through the Associated Students of College of the Desert. The workgroup participated in the Student Equity Planning Institute (SEPI), which was provided by the CCHALES Research Collective at San Diego State University.

The workgroup critically reviewed the 2019-22 Student Equity Plan. One strength of the plan was that activities were closely aligned with the goals. One weakness of the plan was that it did not address several racial inequities present in the disproportionate impact (DI) data. Participation in the SEPI helped the workgroup to more directly address racial inequity in the 2022-25 plan.

Several equity focused programs began as the result of previous equity plans and will be sustained. Those include:

- Black Student Success Center and A2MEND
- Foster Youth Services
- Gender and Sexual Diversity Pride Center
- Engage Develop Grow and Empower (EDGE)
- Transfer Center and Counseling
- DSPS Counseling and Tutoring
- Veterans Counseling and Tutoring

Disproportionate Impact Data

The Disproportionate Impact Study for College of the Desert indicated DI for several student groups including Black or African American, Hispanic or Latino, Males, LGBT, and Disabled students. Previous studies show that the DI for Black or African American, Hispanic or Latino, Males, and Disabled students has been persistent. The data for LGBT students was new, however, the DI may have been persistent because previous studies had not successfully identified LGBT students.

Target Outcomes for 2022-25

Successful Enrollment

Black or African American: The percentage of Black or African American students who successfully enroll in their first year will increase by 10%.

Completed Transfer-Level Math & English

Disabled: The number of students in the category of Disabled who complete transfer-level math and English in their first year will increase by 10%.

Persistence: First Primary Term to Secondary Term

LGBT: LGBT students will persist at a rate 10% higher than baseline.

Male: Male students will persist at a rate 10% above baseline.

Transfer

Male: Male students will transfer at rates 10% above the baseline.

Completion

Hispanic or Latino: Completion of certificates and degrees among Hispanic or Latino students will increase by 10%.

Black or African American: Completion of certificates and degrees by Black or African American students will increase by 10%.

Proposed Activities for 2022-25

Enrollment

The college plans to offer application and enrollment services at off-campus sites throughout the valley in order to reach student populations for whom transportation is an issue. Transportation has been identified as a problem for residents in the West valley, which has a greater concentration of Black or African American residents than the mid-valley where the largest campus is located.

Completed Transfer-Level Math & English

The college has proposed new, non-credit, support courses in the area of DSPS that specifically address the needs of students with disabilities in learning math and English.

Persistence

The college will conduct inquiry into the persistence of LGBT students because this is the first time that there has been sufficient data to examine this group. The college will continue to support and develop the Gender and Sexual Diversity Pride Center as a safe and supportive space for LGBT students.

The college has partnered with a local non-profit organization, One Future Coachella Valley, to provide a mentoring and support program for males, Gents Alliance. Gents Alliance directly supports male students and also communicates their concerns and struggles to the college to provide a better understanding of the challenges facing male students.

Transfer

The Gents Alliance program is also designed to help male students with transfer.

Completion

The college will support several efforts to decrease DI in course success and persistence in order to influence completion. These include the Association of College and University Educators (ACUE) certificate training for all new faculty and continue faculty at their request, the Culturally Responsive Curriculum Review, and the Equity in Assessment Book Club.