Student Equity Plan 2015-16

COLLEGE OF THE DESERT STUDENT EQUITY PLAN 2015-16

Table of Contents

Other College- or District-wide Initiatives Affecting Several Indicators

Goals, Activities, Funding and Evaluation

Goals Addressed by Activities

Activities, Funding and Evaluation to Improve Outcomes for Target Student Groups

Summary Budget

Summary Budget spreadsheet

Summary Evaluation Plan

Attachments

Signature Page

College of the Desert

Student Equity Plan Signature Page

District: Desert Community College **Board of Trustees Approval Date:** 12/18/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]

Dr. Joel L. Kinnamon, President Email: jkinnamon@collegeofthedesert.edu

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

[Signature]

Lisa Howell, Chief Business Officer Email: lhowell@collegeofthedesert.edu

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

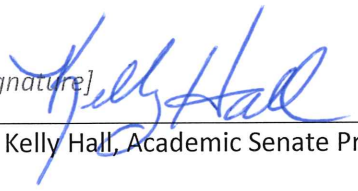
Dr. Joel L. Kinnamon, Acting CSSO Email: jkinnamon@collegeofthedesert.edu

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] 

Dr. Joel L. Kinnamon, Acting CIO — Email: jkinnamon@collegeofthedesert.edu

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature] 

Dr. Kelly Hall, Academic Senate President — Email: khall@collegeofthedesert.edu

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

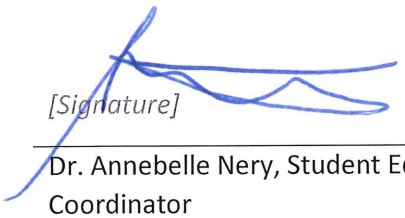
[Signature] 

Lauro Jimenez, CSEA President — Email: ljimenez@collegeofthedesert.edu

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature] 

Minerva Montane — pascod@collegeofthedesert.edu

[Signature] 

Dr. Annebelle Nery, Student Equity Coordinator — Email: anery@collegeofthedesert.edu — Phone: 760-776-7442

Executive Summary

Introduction

College of the Desert's Student Equity Plan builds on the work begun by our Superintendent/President, Dr. Joel Kinnamon, who, in January 2014, released a comprehensive "Agenda for Advancement of Student Success and College/Community Development." One of the principal items in this agenda is the development and implementation of a student success plan, which, among other things, aims to improve students' success in completing coursework, completing degrees and/or transferring to four-year institutions, and preparing to enter the workforce. Our Student Equity Plan is an attempt to realize this Agenda, to address the disproportionate access to higher education in our service areas, and to eliminate the disproportions in success rates of our student populations.

The process of writing this Student Equity Plan has illuminated for us the access and achievement gaps among specific student populations, and it has helped us formulate more targeted efforts at working with and for our students and community. In addition, as a college-wide effort, the writing of this Plan has brought together the different stakeholders at the College and has set the stage for some authentic collaboration among these stakeholders. The committee we created to develop the Plan includes faculty (both full-time and adjunct), a student representative, administration, student services, and special programs and services; and the planned activities were designed to foster collaboration among these entities. We intend for the Plan and its constitutive activities not only to address any access and achievement gaps, but also to build and sustain a more equitable and vibrant college environment for our students.

Target Groups

Based on the disproportionate impact study we undertook for this Plan, we discovered that different methodologies resulted in varied results. Because Hispanic/Latino students comprise over 70 percent of our student population (i.e., a significant fraction of our total enrollment), some of the comparison data hid important achievement gaps for this particular population. In other words, even though some of the data may not have indicated so, we found that a significant number of Hispanic/Latino students experienced an achievement gap in multiple indicators, once we took into account the "number of students impacted" and the "disaggregated subgroup's proportion of the total population," as recommended under the Percentage Point Gap Methodology (Attachment E). As a result of these considerations, Hispanic/Latino students are being identified as our largest target group for most indicators.

In addition to Hispanic/Latino students, other statistically significant target groups we identified were Current or Former Foster Youth, and Black or African American Students, and many of our efforts will specifically target these groups. Other groups that were disproportionately impacted in multiple indicators were American Indian or Alaska Native Students, and Native Hawaiian or Other Pacific Islander Students, but because these two groups are composed of such small numbers of students, we decided not to specifically target them in our Equity efforts; instead, we designed many activities with Universal Design principles that are meant to affect all groups.

Goals and Activities

The overall goal of this Plan is to narrow any gaps from disproportionate impact studies. The Equity committee will determine a schedule for activity constituents to report whether or not they are moving towards achieving the goal of their area. A suggested timeline would be for activity constituents to report their progress to the Equity committee at the end of each semester. The process followed will be one of "Action Research" (i.e., administer the intervention, collect data, adjust, re-administer). The committee will summarize the activity reports into a general report that will be disseminated and discussed in a meeting to key constituents of the Academic Senate, College Planning Council, Outcomes and Assessment committee, departments, schools, president's cabinet, Institutional Effectiveness committee, Educational Master Plan committee, Assessment of Planning and Outcomes subcommittee, and the Board of Trustees.

Specific **goals** and proposed **activities** for each indicator are as follows:

A. Access

Low-income Students, Graduating High School Students in Underrepresented Populations, and Communities with Low College-Going Rates are the target populations for Access. To bridge the access gap by 2% for each group, we are proposing two activities: Targeted Outreach to Low-Income and Low-College-Going-Rate Communities, and Research to Identify Underrepresented Populations not Revealed in Current Data Sets.

B. Course Completion

Current or Former Foster Youth, Black or African American Students, and Hispanic/Latino Students are the target populations for Course Completion. To bridge the course completion gap by between 3-6% for the first two groups, and to eliminate the gap for the third group, we are proposing three activities: At-Risk Counselor, Tech EDGE (technology-based bridge program), and Distance Education Faculty Development.

C. ESL and Basic Skills Completion

For this section of the Plan, we disaggregated the data into three areas: ESL, Basic Skills English and Reading, and Basic Skills Math. For ESL, the target groups are Hispanic/Latino Students and Males, with a goal of bridging the basic skills completion gap by 3% for each. For Basic Skills Math, the target groups are Black and African American Students, Hispanic/Latino Students, and Males, with a goal of bridging the basic skills completion gaps by 5%, 2%, and 2%, respectively. For Basic Skills English and Reading, the target groups are Native Hawaiian/Other Pacific Islander Students, American Indian/Alaska Native Students, and Individuals with Disabilities, with a goal of bridging the basic skills completion gaps by up to 5%. For these three areas, we are proposing the seven activities: A Culturally Responsive First-Year-Student Experience, On Course and Reading Apprenticeship Training for Faculty and Counselors, Intrusive Counseling, Supplemental Math Instruction Using the 3+3 Model, Math Course Alignment and Increased Communication with Local High Schools, Self-Placement into Elementary Algebra, and EDGE (a summer bridge and extended student services support program).

D. Degree and Certificate Completion

American Indian/Alaska Native Students, Black or African American Students, and White Students are the target populations for Degree and Certificate Completion. To bridge the degree and certificate completion gap for the first two groups by 3-4% and to eliminate the gap for the third group, we are proposing the following activities: Professional Development for Math Faculty, and Reading Apprenticeship for Math Students and Classes.

E. Transfer

Hispanic/Latino Students are the target population for Transfer. To increase the transfer rate for this population by 10%, we are proposing the following seven activities: At-Risk Counselor, Retention/Completion Counselor, Stipends for Faculty to Developing Marketing Materials, Tutoring in English and Math for COD Veterans, STEM Gatekeeper Success (STEM EDGE bridge and first-year support program), Math Intensives, and WomenTech Educators Training.

Resources

Resources to implement the Student Equity Plan goals and activities include allocated state categorical funding for Student Equity, U.S. Department of Education federal grant funding from our two Title V Hispanic-Serving Institution (HSI) grants, and staff support.

Contact Person

The contact person for College of the Desert's Student Equity Plan is

Annebelle Nery, Ph.D.
Executive Dean
Institutional Effectiveness, Educational Services, and Planning
College of the Desert
anery@collegeofthedesert.edu
760-776-7442

Planning Committee and Collaboration

Student Equity Plan Committee Membership List

Member Name	*Title*	*Organization(s), Program(s) or Role(s) Represented*
Annebelle Nery	Executive Dean, Institutional Effectiveness, Educational Services and Planning	Diversity and Equity Chair, Student Equity Coordinator, BSI Coordinator, Alternate SSSP Coordinator, Administration
Gary Bergstrom	Professor, Reading	Diversity and Equity Faculty Co-Chair, Member of BSI Committee, Member of SSSP Committee
Carl Farmer	Coordinator, MESA	Faculty, MESA Director, Curriculum Chair
Reid Sagara	Professor, English	Faculty, Member of Outcomes and Assessment Committee, Member of Accreditation Committee
Veronica Daut	Former SSSP Counselor, DSPS Counselor	Temporary Faculty, Student Services, DSPS Counselor, SSSP Counselor, Member of SSSP Committee
Laura Graff	Professor, Mathematics	Faculty
Rebecca Alvarez	Adjunct Faculty, Sociology	Adjunct Faculty Representative
Minerva Montane	Associated Student Body President	Student
Donni Prince	Veterans Specialist	Veteran Programs, Classified Staff
Daniel Martinez	Director, Institutional Research	Administration
Leslie Young	Dean, Health Science	DSPS Director, Administration
John Ramont	Director of Fiscal Services	Administration
Diane Russom	Director of Child Development Center	Alternate; Administration
Guests		
Kelly Hall	Professor, Business	Academic Senate President
Sandra Hauf	*Counselor/Coordinator, EOPS/CARE, CalWorks, Foster Youth*	Faculty, Student Services, Categorical Programs

Member Name	*Title*	*Organization(s), Program(s) or Role(s) Represented*
Amanda Phillips	*Director, Counseling and Advising Services*	Student Services, SSSP Coordinator, Administration
Carlos Maldonado	*Director of Student Life and Health Services*	Student Services, Administration
Scott Cooper	*Dean of Student Success and Student Learning*	Student Services, Categorical Programs (EOPS/Care, CalWorks, Foster Youth, TRIO and Veterans), Administration
Courtney Doussett	*Professor, Kinesiology*	Former Faculty Co-Chair of the Student Equity Workgroup
David George	Professor, Business	Faculty, Member of BSI committee
Lisa Soccio	Professor, Arts and Director, Walter Marks Gallery and Center	Faculty
Gary Plunkett	Director, Kinesiology and Athletics	Administration
Chris Jones-Cage	Faculty, Psychology	Faculty, member of College of the Desert's SEED (Seeking Educational Equity and Diversity)

A. Access

CAMPUS-BASED RESEARCH: ACCESS

The table below presents data using Methodology 3 "Percentage Point Gap" (Attachment E. in the Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

Target Population(s)	# of your college's total headcount in Fall 2014	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
American Indian / Alaska Native	39	0.4%	0.5%	-0.1
Asian	466	4.3%	3.0%	+1.3
Black or African American	281	2.6%	2.4%	+0.2
Hispanic or Latino	7589	70.4%	51.5%	+18.9
Native Hawaiian or other Pacific Islander	17	0.2%	0.3%	-0.1
White	2048	19.0%	41.1%	-22.1
Some other race	127	1.2%	NA	NA
More than one race	215	2.0%	1.3%	+0.7
Total of 8 cells above **(Orange cells should = 100%)**		**100%**	**100%**	
Males	4925	45.7%	50.3%	-4.6
Females	5857	54.3%	49.7%	+4.6
Unknown	NA	NA	NA	NA
Total of 3 cells above **(Orange cells should = 100%)**		**100%**	**100%**	
Current or former foster youth	122	1.1%	NA	NA

Individuals with disabilities	583	5.4%	NA	NA
Low-income students*	5607	52%	NA	NA
Veterans	382	3.5%	NA	NA

Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the adult population, a negative value will result.

***Fall 14 socioeconomic status ("Low-income students"), based on MIS financial aid data, is not available yet. Percentage is based on Fall 13 percentage breakdown applied to the Fall 14 headcount.**

We utilized the percentage point gap method for Access. The four student groups with the largest gaps are Whites, Males, Native Hawaiians or other Pacific Islanders, and American Indians/Alaska Natives. However, because the student sample sizes for the Native Hawaiian or other Pacific Islander and American Indian/Alaska Native students are too small (fewer than 100), our outreach and research efforts will include these groups but not exclusively target them.

The largest percentage gaps for Access are for White students and Male students; however, according to the methodology described in Attachment E, "it may make sense to prioritize a [smaller] gap that impacts a greater number of students." At College of the Desert, Hispanic/Latino students and Low-income students are the largest demographic groups, in addition to being the historically underrepresented groups in higher education. As a result of these considerations, our Access efforts will target these two groups of students, in particular.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL

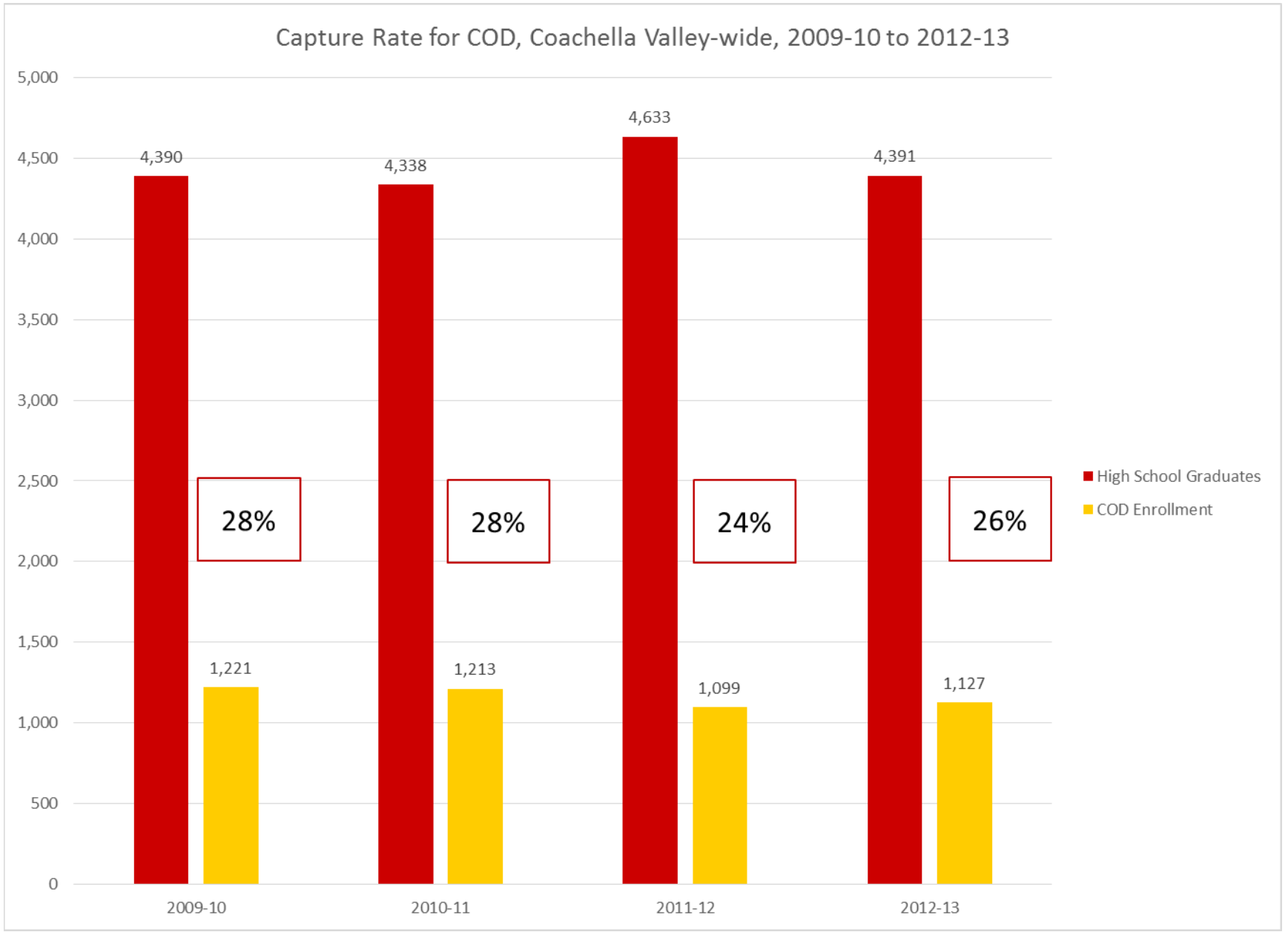
The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Low-Income Students	Additional research will occur in the 15-16 year as an activity	Reduce gap by 2%	2018
Graduating High School Students in Underrepresented Populations	-74, 2013 (please refer to chart on the following pages for high school capture rates)	Reduce gap by 2%	2018
Communities with Low	Additional research will occur	Reduce gap by 2%	2018

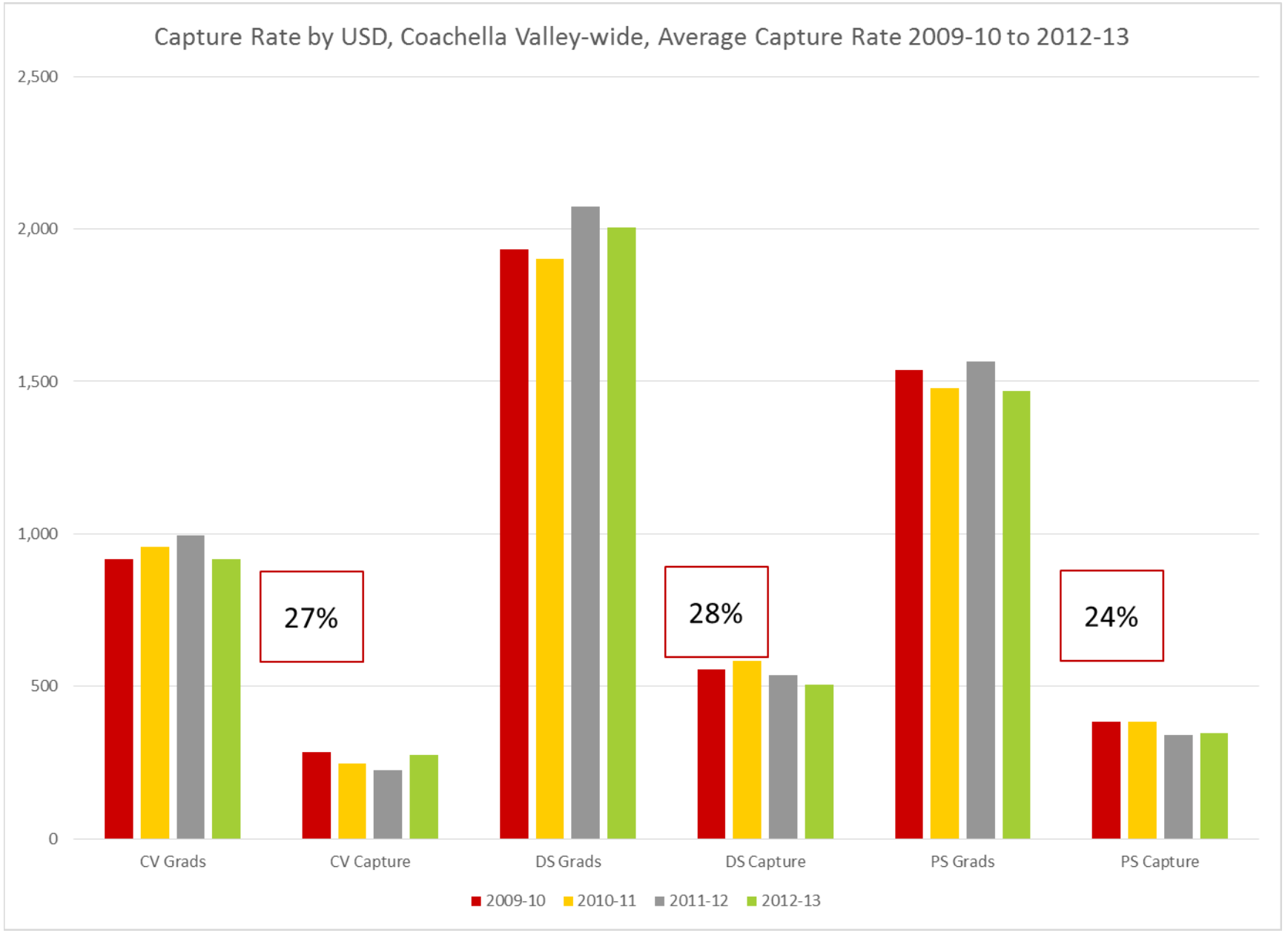
College-Going Rates	in the 15-16 year as an activity		

As suggested in the directions for Section A: Access, in the Equity template, our activities will be focused on completing additional research, which includes determining the demographic breakdown of our low college-going rate communities as one comparison for service area.

Another proposed research activity involves using the demographic information of our high school population as service area, for comparison purposes. Below are two slides that show our low high school capture rate for our three unified school districts. As a result of these low capture rates, outreach to the high schools will be another activity under Access.



College of the Desert, Student Equity Plan p. 15



College of the Desert, Student Equity Plan p. 16

ACTIVITIES

A.1: Targeted Outreach to Low-Income and Low-College-Going-Rate Communities

- ***Activity Type(s)***

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation	x	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
A.1	Low-income students	5607
A.1	Graduating high school students	4291

- ***Activity Implementation Plan***
  This plan will develop targeted outreach efforts to low-income and low-college-going-rate communities, as well as to high schools serving underrepresented populations, as identified by additional research. As the students matriculate to college, our access efforts will complement and expand core services, in coordination with SSSP (Student Support Services and Programs).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	Spring 2016-ongoing	$178,327	

- ***Link to Goal***
  Targeted outreach efforts should increase access for the underrepresented groups.

- ***Evaluation***
  - Our research office will monitor the numbers and will be providing additional data to help identify new comparison service areas.
  - We expect to begin the data collection and review in summer 2016.
  -

A.2: Research to Identify Underrepresented Populations Not Revealed in Current Data Sets

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
A.2	Low Income Students	5607
A.2	Graduating High School Students	4291

- ***Activity Implementation Plan***

  This activity (A.2) accompanies Activity A.1. As explained in Activity A.1, research will be undertaken in order to identify the demographic breakdown of our low-college-going-rate communities as one comparison for service area.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.2	Fall 2015-Spring 2016	0	General Fund -- $50,000

- ***Link to Goal***

  The activity will provide more information as to where our equity gaps for Access are located.

- ***Evaluation***
  - Initially, the data will be quantitative and will provide guidance for further dialogue.
  - The first review of data will be in Spring 2016 and will be reviewed annually as we submit updates to our Equity Plan and initiatives.

B. Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

COURSE COMPLETION:

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

The table below presents data using Methodology 3 "Percentage Point Gap."

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	**the # of courses students enrolled in & were present in on census day in base year**	**The # of courses in which students earned an A, B, C, or credit out of ←**	**The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year**	**Total (all student average) pass rate***	**Comparison to the all-student average (Percentage point difference with +/- added)**
American Indian / Alaska Native	215	151	70.2%	70.4%	-0.2
Asian	3045	2371	77.9%	70.4%	+7.5
Black or African American	1899	1195	62.9%	70.4%	-7.5
Hispanic or Latino	40521	27819	68.7%	70.4%	-1.7
Native Hawaiian or other Pacific Islander	109	70	64.2%	70.4%	-6.2
White	12803	9569	74.7%	70.4%	+4.3
Some other race	574	407	70.9%	70.4%	+0.5
More than one race	1481	1085	73.3%	70.4%	+2.9
Males	28984	20284	70.0%	70.4%	-0.4
Females	31663	22383	70.7%	70.4%	+0.3
Unknown	NA	NA	NA	70.4%	NA

Current or former foster youth	951	554	58.3%	70.4%	-12.1
Individuals with disabilities	3477	2461	70.8%	70.4%	+0.4
Low-income students*	35902	24989	69.6%	70.4%	-0.8
Veterans	2565	1904	74.2%	70.4%	+3.9

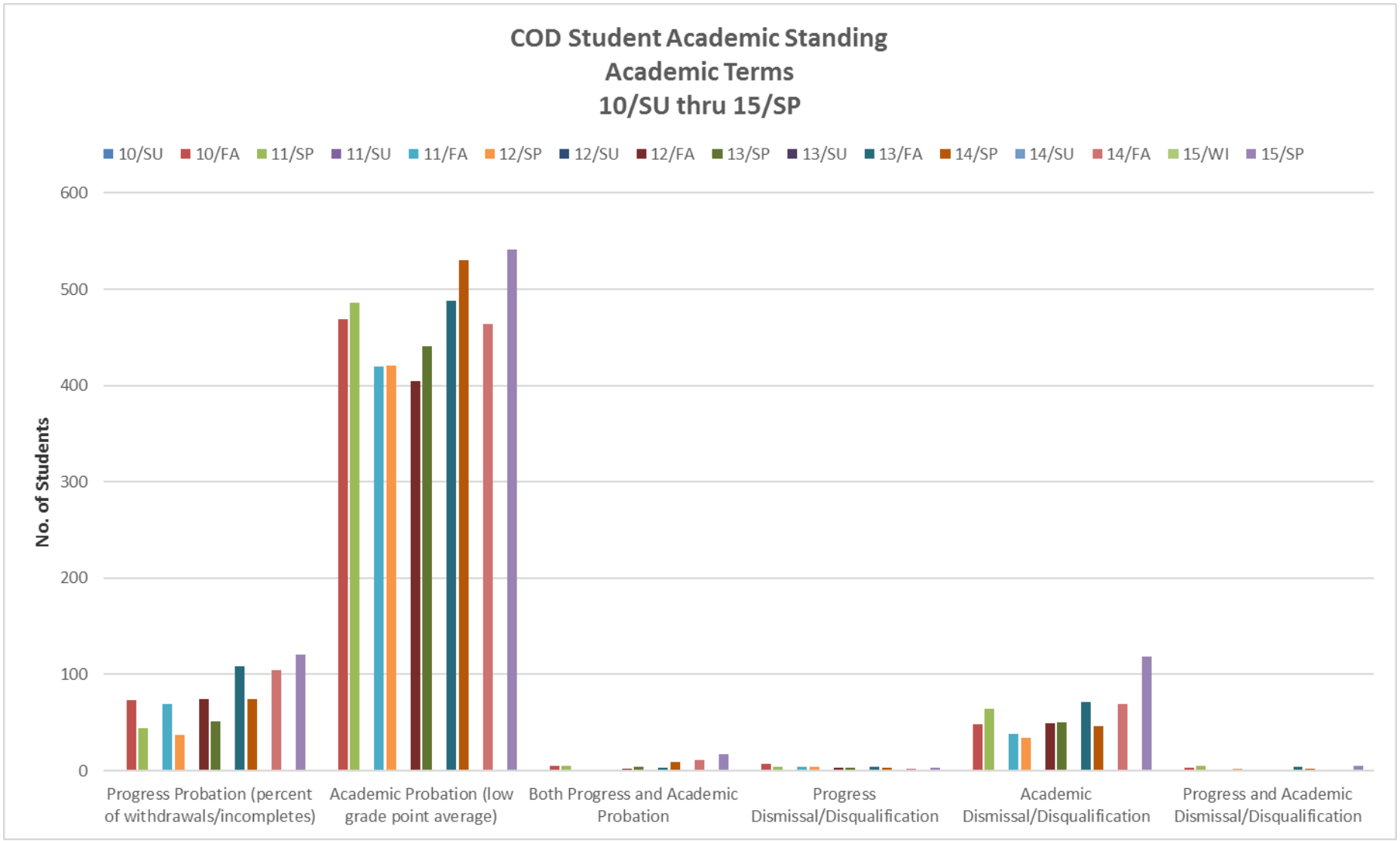
***Fall 14 socioeconomic status ("Low-income students"), based on MIS financial aid data, is not available yet. Percentage is based on Fall 13 percentage breakdown applied to the Fall 14 headcount.**

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	=	Number of Students "Lost"
Largest Gap	Current or former foster youth	12.1%	.121	x	951	=	115
Second Largest	Black or African American	7.5%	.075	x	1899	=	142
Third Largest	Native Hawaiian or other Pacific Islander	6.2%	.062	x	109	=	7
Fourth Largest	Hispanic or Latino	1.7%	.017	X	40521	=	689

As the chart indicates, the three groups experiencing the greatest gaps for Course Completion are Foster youth, Black/African Americans, and Native Hawaiian or other Pacific Islanders. However, based on the methodology in Attachment E (percentage point gap methodology), we have determined that the samples for the groups with the largest three gaps are too small.

We have decided to focus our Course Completion efforts primarily on Hispanic/Latino students. Even though the percentage gap for this group is 1.7%, which is less than 3% and less than the percentage gap of the other three groups, Hispanic/Latino students reflect the largest number of students impacted with a negative percentage gap.

In addition to identifying percentage gaps, the directions for this section state that we should report on the academic/progress probation and disqualification data of our students, and include the college's organized effort in dealing with this matter to assist students in improving their academic/progress probation and disqualification rate/s. The following graph illustrates this data, and the subsequent narrative addresses College of the Desert's organized effort in improving student success.


COD Student Academic Standing
Academic Terms
10/SU thru 15/SP
10/SU
10/FA
11/SP
11/SU
11/FA
12/SP
12/SU
12/FA
13/SP
13/SU
13/FA
14/SP
14/SU
14/FA
15/WI
15/SP
No. of Students
600
500
400
300
200
100
0
Progress Probation (percent of withdrawals/incompletes)
Academic Probation (low grade point average)
Both Progress and Academic Probation
Progress Dismissal/Disqualification
Academic Dismissal/Disqualification
Progress and Academic Dismissal/Disqualification

As you can see from the chart above, there were a little more than 100 students in progress probation for both Fall 2014 and Spring 2015. For fall trends, it's apparent that there are fewer than 500 students in academic probation, whereas in the last two spring terms, there were over 500 students who were in academic probation. In terms of academic dismissal/disqualification, there were over 100 students identified for Spring 2015.

Although not funded through Equity, the Counseling Department, in coordination with Admissions and Records and instructional faculty, works as our college's organized effort in assisting our students on academic probation, progress probation, or both. First, the students are notified, and then recommended and/or provided services.

Students are notified in two different ways. Those who meet the criteria for academic or progress probation are notified by email. This notification includes information about services available, as well as potential consequences for priority and financial aid eligibility, including BOG fee waivers. The Counseling Center offers probation workshops throughout the semester, as well as individual appointments to discuss factors leading to probation and strategies for achieving good standing. The Tutoring and Academic Skills Center provides individual and group tutoring, as well as online tutoring, to help students to be successful in their classes. All students on probation are referred to these services.

The second method of notification is through the early alert program, Early Advantage. This program allows instructional faculty to alert students who are at risk of not succeeding in their classes, at two different points in the semester. Some of those students are on probation, and others are at risk of entering probation. All alerted students are sent an email from their instructor that indicates the reason for the instructor's concern. Early Advantage is a software tool supported by GradesFirst, and this software tool is currently funded by our Basic Skills Initiative (BSI) funding, which is another example of the coordinated efforts between our categorical programs here at the college. Additionally, grant-funded counseling faculty have been assigned to contact and follow up with all alerted students.

Connection between course completion and program review: College of the Desert has an improved and functioning program review process. All instructional programs and student-services and administrative offices must submit a Program Review Update (PRU) every academic year on October 15th. A mandatory component of the PRU process for instructional programs and student services is "Student Success Data." This data includes course-completion, success, and retention rates, and this data is completed by our Office of Institutional Research. The interpretation of the data is completed by the faculty or respective area.

In researching course completion, the college did one local customization to the indicator of research. The college's Educational Technology committee and its Distance Education Subcommittee (both part of the Academic Senate) presented qualitative and quantitative data demonstrating that our course-completion rates are much lower for online versus face-to-face classes. This prompted our college to look at 5 years of course-completion rates for fully online courses. The averaged 5-year course-completion rate for fully online courses is 60.6%, which is a 9.8% difference from the overall college course-completion rate (70.4%). With the potential of growing our online course offerings, it is imperative to our college to address this gap by providing activities that will increase our course-completion rates for our online offerings. Some of the activities in the following section will work to improve the college's course-completion rate for online courses. We are hoping to target all students enrolled in distance education courses in order to increase course completion rates.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal (as a percentage)	Goal Year
Foster Youth	-12.1, 2014-2015	Gap no > -6	2018
Hispanic/Latino*	-1.7, 2014-2015	No gap	2018
Black/African American	-7.5, 2014-2015	Gap no > -3	2018

*As stated previously and based on the directions for interpreting percentage point gap differences, College of the Desert listed Hispanic/Latino as the group with the fourth-largest negative percentage gap. Even though the percentage gap is 1.7% (i.e., smaller than the gap for other groups), Hispanic/Latino students reflect the largest number of students impacted with a negative percentage gap.

ACTIVITIES

B.1: At-Risk Counselor Working with Support Services

- ***Activity Type(s)***

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
B.1	Hispanic/Latino	689
B.1	Black/African American	142
B.1	Foster Youth	115

- ***Activity Implementation Plan***

At-Risk Counselor Working with Support Services

The At-Risk Counselor will work collaboratively with general counseling and other special program services (see below). This counselor can work with our research department to identify our at-risk student population. The counselor can then focus on collaborating with students, support programs, financial aid, and faculty, on early intervention. The counselor will also coordinate progress reports, specialized student educational plans, tutoring, and book rentals.

Specifically, the At-Risk Counselor will work with the following programs.

Counseling provides personal, academic, and career-counseling services to all prospective and enrolled COD students as they participate in the activities of the Student Success and Support Programs (SSSP) process. General Counseling also provides outreach services to local high schools and various community groups by disseminating information about admissions, financial aid, academic course offerings, and student support services available at COD. COD counselors also teach counseling courses and workshops designed to help students to identify and achieve their goals. General Counselors act as advisors for the six Liberal Arts Degrees.

CalWORKs was established to assist eligible single-parent students on cash assistance from the state/county to break the welfare-dependency cycle by completing college-level educational training programs, and, therefore, become more employable and economically self-sufficient. Mission Statement: The Community College CalWORKs program assists students and their families who are currently welfare recipients or who are in transition off-of-welfare, to achieve long-term self-sufficiency by providing education and support services to enable students to complete their educational goals and find meaningful employment. Number of Years at COD: Since 1998. Participants in the program/service receive the following benefits: Services and goals intake assessment; educational books and supplies; academic, financial aid, personal, career, and transfer counseling; and Work Study opportunities and referrals.

Cooperative Agencies Resources for Education (CARE) was established to assist eligible single-parent EOPS students to break the welfare-dependency cycle by completing college-level educational training programs, and, therefore, become more employable and economically self-sufficient. CARE was initiated as the first state-funded program of its kind in the nation. All CARE students must first be accepted into the EOPS program. Mission Statement: Cooperative Agencies Resources for Education (CARE) is a program for EOPS-qualified students that provides additional support to single parents who are receiving cash aid to assist them in overcoming obstacles and to expand their educational opportunities. Number of Years at COD: Since 1982. Participants in the program/service receive the following benefits: Specialized academic, financial aid, personal, career, and transfer counseling; CARE book service and supplies, CARE childcare grants, gas cards, and specialized workshops.

The Office of Disabled Students Programs & Services (DSPS) exists to ensure access and accommodations for individuals with disabilities to participate in college, as well as to consult with faculty and staff to support their role in providing these services.

Mission Statement: DSPS at College of the Desert is committed to providing equal access to a community college education for students with disabilities. Through the utilization of specialized

instructional programs and disability-related support services, DSPS encourages and fosters student independence and assists those students in attaining their educational and vocational goals. Number of Years at COD: Since 1971. Participants in the program/service receive the following benefits: DSPS provides students with access to adaptive hardware and software training and specialized courses in the High Tech Center; employment services, counseling, computer access and specialized courses are provided for Workability III students; finally, students are provided with adapted Physical Education and accommodations and support services, which include but are not limited to the following: priority registration, note taking, test accommodations, academic advising, disability-related counseling, tutoring, ASL Interpreters, and electronic textbooks.

Extended Opportunity Programs and Services (EOPS) is a state-funded program designed to provide academic counseling and financial support to students who are from educationally and financially disadvantaged backgrounds. EOPS promotes student success with enrollment assistance, educational planning, and assistance with the cost of required textbooks.

Mission Statement: Extended Opportunity Programs and Services (EOPS) offers "over and above" support services to students with social, economic, and educational challenges with the goal of increasing access, retention, and transfer. Number of Years at COD: Since 1972. Participants in the program/service receive all of the following benefits: Academic, financial aid, personal, career, and transfer counseling; development of a Student Educational Plan (SEP); book service; priority registration; fee waivers for CSU and UC applications; letters of recommendation for scholarships and transfer institutions; and caps and gowns for graduates.

Foster Youth Success Initiative Mission: The California Community Colleges Chancellor's Office (CCCCO) has recognized that there is a significant deficit regarding youth from foster care attending higher education. Acknowledging this need, they are sponsoring a concerted effort called the Foster Youth Success Initiative (FYSI) to bring issues affecting these youth to the forefront and to improve the ability of these youth to access postsecondary education and benefit from the support services that are available but are often unknown to them. Through the vision of the CCCCO, to create a statewide outreach and retention effort to better serve current and former youth from care, the FYSI was established. FYSI was built through CCCCO leadership, and a strong foundation of individuals representing a myriad of agencies and postsecondary educational institutions that have formed a true collaborative effort that has evolved to become a statewide FYSI taskforce. The goals of this initiative are to improve the following: access to student services and resources; access to academic support; retention; academic performance; completion of units; completion of programs and degree; and transfer rates to baccalaureate programs.

The International Education Program (IEP) facilitates international student retention and success through a host of support services. These services include immigration advising, academic counseling, university transfer assistance, housing assistance, informational workshops, cultural activities, and local outings. Some of the services provided to the college's 240 international students are mandated by the federal government, while others reflect the unique challenges and interests of the campus' international community. Among the special programs managed by the IEP, the Intensive English Academy (IEA) is the most prominent. This program provides full- and part-time English language instruction to college-bound and casual learners. The IEP also hosts the Bukkyo University winter program and helps coordinate occasional study abroad programs offered through the Southern

California Foothill Consortium. The IEP attracts and enrolls students from over 30 countries through a comprehensive international enrollment strategy. This involves directly recruiting students overseas and maintaining several partnerships with international agencies and schools. The IEP actively promotes COD through print and web publications, online advertisements, social media, and professional organizations. In addition to recruiting international students, the IEP manages the international admissions, registration, and orientation processes.

The MESA Program at COD was established in 2000 and has 350 successful STEM transfer students to 4-year institutions. The COD MESA program is one of 30 programs across the state of California that serves more than 3500 students per year and transfers more than 500 students per year to four-year colleges and universities. MESA utilizes several strategies to help students succeed while at COD and after they transfer. These include a study center, tutoring, academic excellence workshops (AEW), career and academic advising, and scholarship information. The AEWs provide supplemental instruction for some of our upper-level STEM courses, utilizing peer facilitators that work together with faculty to align these out-of-classroom activities with instruction. Recruitment strategies and qualifications for the Program ensure that we serve many students from the traditionally underrepresented groups in the STEM fields, resulting in more than 70% of the Program's students being Hispanic.

The Veterans Services Program was established to assist eligible veterans, dependents, and reservists in obtaining their VA educational benefits and achieving their educational goals. The Veterans Services Program provides information on veterans' benefits and services; assists applicants with completing applications and forms necessary for VA benefits; and assists veterans with referrals to other agencies and resources. College of the Desert is approved for the training of veterans, dependents, and reservists leading to a certificate, an Associate Degree, or transfer to a four-year institution. The Veterans Services Program began in the Fall of 1973 with funding from the U.S. Department of Education's Veterans' Cost-of-Instruction Program (VCIP) grant.

TRIO-DSPS is a Student Support Services (SSS) Program that has been federally funded by the U.S. Department of Education to provide services to 100 Students with a documented disability who are also low-income and/or first-generation college students. TRIO-DSPS is designed to assist participants to meet the challenges of graduating from COD and/or transferring to a four-year university, and provides academic, personal, and career counseling support and financial aid/scholarship information to eligible participants to help them meet their goals. Mission Statement: TRIO-DSPS is designed to assist students with documented disabilities who are low-income and/or first-generation college students. The program assists in the graduation and transfer process at College of the Desert and strengthens students' preparation for the successful completion of the Bachelor's Degree goal. Number of Years at COD: Since September 01, 2010. Program Services and Benefits: One-on-one counselor; priority registration; graduation assistance; university/college transfer assistance; student educational plans; on-campus tutoring; workshops on financial aid, scholarships, study skills, careers, majors, and admissions applications; on-site university visits and cultural events; and personalized support and camaraderie.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1	Fall 2016 – continuous	$110,754	

- ***Link to Goal***

  The goal of the At-Risk Counselor is to provide early intervention for our at-risk student population. The at-risk student population will continue to meet with this counselor for following-up visits on progress until students improve academic standing, become transfer-ready, or transfer out of COD. The California Community Colleges Chancellor's Office cites research demonstrating that "Student support services, such as academic and personal advising, counseling, tutoring, and financial aid are … critically important for promoting better outcomes for students" (2013, p. 78). The At-Risk Counselor would fulfill this role for the targeted students.

  Reference:

  California Community Colleges Chancellor's Office. (2013). *Basic skills completion: The key to student success in California community colleges: Effective practices for faculty, staff and administrators.*

- ***Evaluation***

  Data will be collected to identify our at-risk student population. Data will also be collected per semester to see the progress of these students who are meeting with the At-Risk Counselor, and appropriate changes will be made to improve this activity.

B.2: Tech EDGE (technology-based bridge program)

- ***Activity Type(s)***

x	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
B.2	Hispanic/Latino	689
B.2	Black/African American	142
B.2	Foster Youth	115

- ***Activity Implementation Plan***

Community college students are surrounded by technology requirements. Many student processes are completed online, including matriculation, registration, student education plans, and financial aid applications. Soon, new-student orientation will be only online.

When classes start, the technology requirements are even more overwhelming for students. Blackboard (our current Course Management System) is used not just for online classes, but also for hybrid and web-enhanced sections, and each instructor provides a unique course shell that has a different entry point and structure. Many classes are also using publisher software to supplement instruction: Connect from McGrawHill; MindTap and SAM from Cengage; and MyLab from Pearson. There is an assumption that our incoming students are prepared to effectively use these technologies because they are technology natives. But the reality is very different. The technology many students are familiar with do not require expertise with college-based educational technologies: compressed zip files, downloads and uploads, and attachments, among others.

In the past three years, College of the Desert has developed an extraordinarily successful summer bridge program called EDGE: Engage, Develop, Grow, Empower. EDGE is a 3-week program that offers a fast-paced review of basic skills in Mathematics and English, incorporating brain-based, learner-centered strategies derived from On Course and Reading Apprenticeship. Seven hundred ninety-four (794) students have completed this program, starting with 22 in the first year. Success rates are high. Students report the following: "I learned a great deal, created new friendships, and received help for my future"; "It refreshed my memory on things I learned in the past, [and] I also learned things I was taught before but didn't understand"; "I If I had to redo my time here [in EDGE], I would go through it all over again."

Tech EDGE would emulate this successful bridge model, using the same brain-based, learner-centered strategies to help students transfer their existing technology skills to the academic platforms. This program will be shorter in duration than the existing EDGE programs; we estimate 20 hours in one week. Topics covered might include file uploads and downloads; zip compression; Blackboard shell structures; checking in to an online class; logging in to publisher software; file management; using the Cloud; bandwidth; mobile Blackboard; when to contact Tech Support; and how to get technological help.

The expected outcome would be not just technical knowledge but also the confidence to work critically through problems and solve them.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.2	January 2016—Planning & Development Summer 2016--Implementation	$10,000	

- ***Link to Goal***

Two exemplary summer bridge programs at California community colleges are cited in the "poppy copy" document published by the Chancellor's Office (2013), and these programs (at Pasadena City College and Santa Barbara City College) have proven successful. Our proposed Tech EDGE will be partly modeled on these programs, but with a focus on education-technology skills.

Reference:

California Community Colleges Chancellor's Office. (2013). *Basic skills completion: The key to student success in California community colleges: Effective practices for faculty, staff and administrators.*

- ***Evaluation***
  - COD's research office will conduct research to measure efficacy of this activity
  - Quantitative and qualitative data will be collected each semester for three years starting end of fall 2016.
  - Results will be measured by tracking the number of students who persevere to college-level classes.

B.3: Distance Education Faculty Development

- ***Activity Type(s)***

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	x	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
B.3	Hispanic/Latino	689
B.3	Black/African American	142
B.3	Foster Youth	115

- ***Activity Implementation Plan***

  In collaboration with the OEI (Online Education Initiative) efforts of the State Chancellor's office, this activity attempts to provide coordination and services to support successful course completion for our students enrolled in distance education. This activity will provide coordination; create courses to train faculty, which include "Introduction to Online Teaching and Learning," "Orientation to Distance Education at College of the Desert," and "Creating Accessible Online Courses"; and provide new and innovative professional development opportunities for faculty. Also, as a comprehensive and qualitative program, this activity will include faculty and staff support.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.3	January 2016-Spring 2017	$82,917	

- ***Link to Goal***

  The proposed activity will create instructional and support services that will contribute to an increase in the successful completion of distance education courses. Since distance education courses constitute a significant percentage of our course offerings, this activity should also contribute to the overall average course completion rate for our students. Similar types of distance education faculty development at other colleges have been demonstrated to improve student success rates, particularly when led by faculty peers (Reilly, 2005).

  Reference:

  Reilly, C. (2005). Teaching by example: A case for peer workshops about pedagogy and technology. *Innovate: Journal of Online Education, 1*(3), 1-4.

- ***Evaluation***
  - COD's research office will compare course completion rates of distance education courses prior to and after the professional development training
  - Qualitative data will be collected annually from faculty who participate in the professional development and course training
  - Qualitative data will be collected every semester from students, regarding the resources and support available to them while enrolled in a distance education course

C. ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

ESL COMPLETION

The optional table below presents data using Methodology 3 "Percentage Point Gap" (Attachment E Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

Rate	Denominator	Numerator
Rate of ESL Completion	The # of students who complete a final ESL course with an A, B, C, or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	**The # of students who complete a final ESL course with an A, B, C or credit**	**The number of students out of ← (the denominator) who complete a degree applicable course with an A, B, C, or credit**	**The rate of progress from ESL to degree-applicable course completion**	**Total (all-student ESL average) completion rate**	**Comparison to the all student average (Percentage point difference with +/- added)**
American Indian / Alaska Native	NA	NA	NA	NA	NA
Asian	19	12	63.2%	34.9%	+28.3
Black or African American	1	0	NA	NA	NA
Hispanic or Latino	73	21	28.8%	34.9%	-6.1
Native Hawaiian or other Pacific Islander	NA	NA	NA	NA	NA
White	7	0	NA	NA	NA
Some other race	6	4	NA	NA	NA
More than one race	NA	NA	NA	NA	NA
Males	37	11	29.7%	34.9%	-5.2
Females	68	25	36.8%	34.9%	+1.9
Unknown	1	1	NA	NA	NA

Current or former foster youth	NA	NA	NA	NA	NA
Individuals with disabilities	7	1	NA	NA	NA
Low-income students	42	17	40.5%	34.9%	+5.6
Veterans	NA	NA	NA	NA	NA

		1	2		3		4
Equity Gap	**Student Group**	**Gap in comparison to the Average, Expressed as Percentage %**	**Percentage expressed as decimal 25% becomes .25**	**Multiply**	**The # of students who complete a final ESL course with an A, B, C or credit**	**=**	**Number of Students "Lost"**
Largest Gap	**Hispanic/Latino**	**-6.1%**	.38	**x**	**73**	**=**	**28**
Second Largest	**Males**	**-5.2%**	.37	**x**	**37**	**=**	**14**
Third Largest	**NA**	**NA**	NA	**x**	**NA**	**=**	**NA**

BASIC SKILLS MATH COMPLETION

The optional table below presents data using Methodology 3 "Percentage Point Gap" (Attachment E. Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

Rate	Denominator	Numerator
Rate of Math Completion	The # of students who complete a final basic skills Math course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) who complete a degree applicable math course with an A, B, C, or credit in the goal year

Target Population(s)	**The # of students who complete a final basic skills Math course with an A, B, C or credit**	**The number of students out of ← (the denominator) who complete a degree-applicable math course with an A, B, C, or credit**	**The rate of progress from Math to degree-applicable course completion**	**Total (all-student average) basic skills math completion rate**	**Comparison to the all student average (Percentage point difference with +/- added)**

American Indian / Alaska Native	18	5	27.8%	28.7%	-0.9
Asian	72	29	40.3%	28.7%	+11.6
Black or African American	53	10	18.9%	28.7%	-9.8
Hispanic or Latino	1002	266	26.5%	28.7%	-2.2
Native Hawaiian or other Pacific Islander	8	1	NA	NA	NA
White	421	139	33.0%	28.7%	+4.3
Some other race	98	30	30.6%	28.7%	+1.9
More than one race	NA	NA	NA	NA	NA
Males	741	197	26.6%	28.7%	-2.1
Females	930	282	30.3%	28.7%	+1.6
Unknown	1	1	NA	NA	NA
Current or former foster youth	NA	NA	NA	NA	NA
Individuals with disabilities	84	29	34.5%	28.7%	+5.8
Low-income students	871	264	30.3%	28.7%	+1.6
Veterans	35	15	42.9%	28.7%	+14.2

		1	2		3		4
Equity Gap	**Student Group**	**Gap in comparison to the Average, Expressed as Percentage %**	**Percentage expressed as decimal** **25% becomes .25**	**Multiply**	**The # of students who complete a final ESL course with an A, B, C or credit**	**=**	**Number of Students "Lost"**
Largest Gap	**Black or African American**	**-9.8%**	.098	**x**	**53**	**=**	**5**
Second Largest	**Hispanic/Latino**	**-2.2%**	.022	**x**	**1002**	**=**	**22**
Third Largest	**Males**	**-2.1%**	.021	**x**	**741**	**=**	**16**

BASIC SKILLS ENGLISH AND READING COMPLETION

The optional table below presents data using Methodology 3 "Percentage Point Gap" (Attachment E. Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

Rate	Denominator	Numerator
Rate of Basic Skills English and Reading Completion	The # of students who complete a reading or basic skills English course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) who complete a degree applicable English course with an A, B, C, or credit in the goal year

Target Population(s)	**The # of students who complete a reading or basic skills English course with an A, B, C or credit**	**The number of students out of ← (the denominator) who complete a degree-applicable English course with an A, B, C, or credit**	**The rate of progress from Reading and Basic Skills English to degree-applicable course completion**	**Total (all-student average) completion rate**	**Comparison to the all student average (Percentage point difference with +/- added)**
American Indian / Alaska Native	28	5	17.9%	41.8%	-23.9
Asian	113	64	56.6%	41.8%	+14.8
Black or African American	98	35	35.7%	41.8%	-6.0
Hispanic or Latino	1414	575	40.7%	41.8%	-1.1
Native Hawaiian or other Pacific Islander	23	4	17.4%	41.8%	-24.4
White	516	240	46.5%	41.8%	+4.7
Unknown/Non-Respondent	126	45	35.7%	41.8%	-6.1
More than one race	NA	NA	NA	NA	NA
Males	1099	401	36.5%	41.8%	-5.3
Females	1219	567	46.5%	41.8%	+4.7
Unknown	NA	NA	NA	NA	NA
Current or former foster youth	NA	NA	NA	NA	NA
Individuals with disabilities	102	50	49.0%	41.8%	-7.2
Low-income students	1178	531	45.1%	41.8%	+3.3

Veterans	38	25	65.8%	41.8%	+24.0

		1	2		3		4
Equity Gap	**Student Group**	**Gap in comparison to the Average, Expressed as Percentage %**	**Percentage expressed as decimal** **25% becomes .25**	**Multiply**	**The # of students who complete a reading or basic skills English course with an A, B, C or credit**	**=**	**Number of Students "Lost"**
Largest Gap	**Native Hawaiian or other Pacific Islander**	**24.4%**	.244	**x**	**23**	**=**	**6**
Second Largest	**American Indian / Alaska Native**	**23.9%**	.239	**x**	**28**	**=**	**7**
Third Largest	**Individuals with disabilities**	**7.2%**	.072	**x**	**102**	**=**	**7**

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL

For this section of the Student Equity Plan, we chose to disaggregate our student data into three areas: ESL, Basic Skills English and Reading, and Basic Skills Math. Our rationale is that these different content areas reveal differing data, and to aggregate them into a single data set would obscure significant differences. Also, some of our proposed activities target specific content areas, thus necessitating this disaggregation.

The overall goal is to improve ESL, Reading, and basic skills English and Math completion rates for the following target populations identified in the college research as experiencing a disproportionate impact:

ESL:

Target Population(s)	Current gap, year	Goal	Goal Year

Hispanic/Latino	-6.1, 2014-2015	Gap no > -3	2020
Males	-5.2, 2014-2015	Gap no > -2	2020
NA	NA	NA	NA

Basic Skills Math:

Target Population(s)	Current gap, year	Goal	Goal Year
Black / African American	-9.8, 2014-2015	Gap no > -5	2020
Hispanic / Latino	-2.2, 2014-2015	No gap	2020
Males	-2.1, 2014-2015	No gap	2020

Reading and Basic Skills English:

Target Population(s)	Current gap, year	Goal	Goal Year
Native Hawaiian/other Pacific Islander	-24.4, 2014-2015	Gap no > -20	2020
American Indian / Alaska Native	-23.9, 2014-2015	Gap no > -20	2020
Individuals with disabilities	-7.2, 2014-2015	Gap no > -3	2020

ACTIVITIES

C.1: Culturally Responsive First-Year-Student Experience

- ***Activity Type(s)***

X	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
X	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
X	Research and Evaluation	x	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
C.1	Hispanic/Latino	1414
C.1	Males	1099
C.1	Black or African American	98

- ***Activity Implementation Plan***

A task force will be formed to create a culturally responsive first-year-student experience that includes accelerated English, Reading, and Math courses; a library research course; training for faculty in learner-centered, culturally responsive teaching methods, including Habits of Mind, On Course, and Reading Apprenticeship; and a dedicated counselor to Student Support issues such as registration and financial aid. Learning community cohorts will be created with 30 students per cohort. Reading/English will be taught using the same materials in an even more focused subset of the learning community. There is prior experience showing efficacy of learning communities at COD starting with the BLOCK program, followed by WRAP and SPECC. Each of these indicated that putting students in learning cohorts improved perseverance, retention, and success. Additionally, COD implemented accelerated Reading and English classes taught as learning communities in 2011. Research indicated this approach doubled success rates ("success" is defined as passing English 1A), compared to the traditional route.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1	Fall '16 through fall '19	$63,375	

- ***Link to Goal***

Our proposed Culturally Responsive First-Year Experience (FYE) program is rooted both in in-state institutional research (California Community Colleges Chancellor's Office, 2013) and in broader research concerning first-year experience programs (Huerta & Fishman, 2014; Goodman &

Pascarella, 2006; Barefoot, 2000) and culturally responsive teaching (Gay, 2010; Ladson-Billings, 1995). Our equity goal for Basic Skills English and ESL is to eliminate the gap in success for Hispanic/Latino students, Black / African American students, and male students, and, rather than targeting each group individually, we plan to raise the success rates for all demographic groups through our culturally responsive FYE intervention.

At the center of our Culturally Responsive FYE program is a curriculum consisting of an accelerated Basic Skills English class, an accelerated Basic Skills Reading class, an accelerated Basic Skills Math class, and a Counseling/Student Development class. Our accelerated basic skills curriculum is informed by (1) the work of Acceleration in Context (California Community Colleges Chancellor's Office, 2013), which argues that traditional basic skills "warehousing" models must be supplanted by an immersive acceleration model, such as a FYE; and (2) the California Acceleration Project (CAP) initiative, which delineates a series of "principles of curricular design," one of which is "intentional support for students' affective needs" (California Community Colleges Chancellor's Office, 2013, p. 37). Supporting students' affective needs is the motivation behind the other components of our culturally responsive FYE: Habits of Mind (California Community Colleges Chancellor's Office, 2013), On Course (Brennan, 2001), and Reading Apprenticeship (California Community Colleges Chancellor's Office, 2013), all of which are intended to foster professional development for faculty teaching and counseling in the FYE program.

References:

Barefoot, B.O. (2000). The first-year experience: Are we making it any better? *About Campus, 4*(6), 12-18.

Brennan, J. (2001). [Mission College retention and academic success rates for basic skills courses tied to an On Course learning community.] Retrieved from http://oncourseworkshop.com/evidence/institutional-studies/mission-college-california/

California Community Colleges Chancellor's Office. (2013). *Basic skills completion: The key to student success in California community colleges: Effective practices for faculty, staff and administrators.*

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice. 2nd ed.* New York: Teachers College Press.

Goodman, K., & Pascarella, E.T. (2006). First-year seminars increase persistence and retention: A summary of the evidence from How College Affects Students. *Peer Review, 8*(3), 26-28.

Huerta, A., & Fishman, S. (2014). Marginality and mattering: Urban Latino male undergraduates in higher education. *Journal of The First-Year Experience & Students in Transition, 26*(1), 85-100.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Education Research Journal, 35*, 465-491.

- ***Evaluation***
  - The Math Department will conduct research to measure efficacy of this activity
  - Data from the 08-09 cohort, if appropriate, may be used as a baseline for purposes of comparison and statistical analysis
  - Quantitative data will be collected, analyzed, and distributed by the Math Department each semester for three years, starting at the end of Fall 2016

C.2: On Course and Reading Apprenticeship Training for Faculty and Counselors

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
C.2	Hispanic/Latino	1414
C.2	Males	1099
C.2	Black or African American	98

- ***Activity Implementation Plan***

Provide professional development activities for counselors and faculty, such as On Course workshops and Reading Apprenticeship workshops. Goal for 2015-16:

1. Bring On Course to campus for an intensive, one-day workshop for 100 faculty.
2. Send at least 20 faculty to the On Course national conference in April 2016, where the keynote speaker will be focusing on math success.
3. Send all faculty involved in the First-Year Experience program to the On Course (Part) I intensive 3-day workshop. This would involve approximately four faculty.
4. Send all division chairs to Reading Apprenticeship workshops.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.2	Fall '16 - Fall -19	$50,000	

- ***Link to Goal***

In the California Community Colleges Chancellor's Office publication *Basic Skills Completion: The Key to Student Success in California Community Colleges*, five themes are identified that describe successful efforts to improve student success (p. 54-55). The first three themes refer to affective characteristics of successful students, and our planned On Course professional development activities focus extensively on these themes (On Course). Some of the principal goals of On Course are to improve students' academic self-image and to increase success rates, particularly for under-

performing student demographics, and research supports this link between self-image development and academic success (Mattern & Shaw, 2010).

The other two themes in the handbook refer to institutional supports for "historically underserved students to prevent the equity gap from growing" and faculty involvement in supporting students and guiding students to success (California Community Colleges Chancellor's Office, 2013, p. 55). In addition to training faculty in developing effective affective traits in students, On Course also emphasizes faculty and college/institutional responsibilities in lessening equity gaps (On Course). Furthermore, independent research and analysis suggest that structured and disciplined counseling and support are essential to erasing equity gaps in California, specifically (Carnoy, 2010). We see Reading Apprenticeship as a part of this structured and disciplined support for students, and it adds a research-supported curricular element to On Course training (Greenleaf, Litman, Hanson, Rosen, Boscardin, Herman, & Schneider, 2011).

References:

California Community Colleges Chancellor's Office. (2013). *Basic skills completion: The key to student success in California community colleges: Effective practices for faculty, staff and administrators.*

Carnoy, Martin. (2010). *California's impending college graduate crisis and what needs to be done about it*. Policy Analysis for California Education, PACE.

Greenleaf, C., Litman, C., Hanson, T., Rosen, R., Boscardin, C.K., Herman, J., & Schneider, S. (2011). Integrating literacy and science in biology: Teaching and learning impacts of reading apprenticeship professional development. *American Educational Research Journal, 48*, 647-717.

Mattern, K., & Shaw, E. (2010). A look beyond cognitive predictors of academic success: Understanding the relationship between academic self-beliefs and outcomes. *Journal of College Student Development, 51*(6), 665-678.

On Course. (2015). Principles. In *On Course Workshop: Helping colleges improve student success and retention*. Retrieved from http://oncourseworkshop.com/about/principles/

- ***Evaluation***
  - COD's research office will conduct research to measure efficacy of this activity
  - Baseline quantitative data on success rates will be from the 2008-09 cohort.
  - Quantitative and qualitative data will be collected each semester for three years starting end of fall 2016.

C.3: Intrusive Counseling

- ***Activity Type(s)*:**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support

X	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
C.3	Hispanic/Latino	1414
C.3	Males	1099
C.3	Black or African American	98

- ***Activity Implementation Plan***

Intrusive Counseling interventions for students who are floundering. Hire four adjunct counselors whose job will be to directly contact all basic skills English, reading, and ESL instructors, asking them for names of students who are not succeeding. Counselors will then meet with these individuals to refer to appropriate student support services (counseling, tutoring, financial aid, etc.). Counselors will contact basic skills instructors at the 4th, 8th, & 12th weeks of the semester. Appointments will happen during intervening weeks (i.e., weeks 5-7, 9-11 & 13-14). (15 is too late to have positive impact/result.)

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.3	Fall '16 through fall '19	$65,173	

- ***Link to Goal***

Intrusive college counseling, of the type described in the above Activity Implementation Plan, has been shown to improve retention and success of minority students, in particular (Glennen, 1975). This type of counseling is also supported by research published by the California Community Colleges Chancellor's Office (pp. 54-55), and by external research that shows the success of intrusive counseling for at-risk students, such as the ones who are the target populations for our proposal (DiMaria, 2006; Abelman & Molina, 2002). As well, the CCCSE (Center for Community College Student Engagement) acknowledges in its publication *A matter of degrees: Promising practices for community college student success (A first look)* (2012) the benefits of intrusive advising for diverse community college populations.

References:

Abelman, R., & Molina, A. (2002). Style over substance reconsidered: Intrusive advising and at risk students with disabilities. *NICADA Journal, 22*(2). Retrieved from NACADA: The Global Community for Academic Advising website: www.nacada.ksu.edu/Resources/Academic-Advising-Today.aspx

California Community Colleges Chancellor's Office. (2013). *Basic skills completion: The key to student success in California community colleges: Effective practices for faculty, staff and administrators.*

Center for Community College Student Engagement (CCCSE). (2012). *A matter of degrees: Promising practices for community college student success (A first look)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program.
DiMaria, F. (2006). Keeping our engaged, at-risk kids in college. *Education Digest, 72*(2), 52-57.
Glennen, R. (1975). Intrusive college counseling. *College Student Journal, 9*(1), 2-4.

- ***Evaluation***
  - COD's research office will conduct research to measure efficacy of this activity
  - Baseline quantitative data on success rates will be from the 2008-09 cohort
  - Quantitative and qualitative data will be collected each semester for three years starting at the end of fall 2016

C.4: Supplemental Math Instruction Using the 3+3 Model

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
C.4	Black or African American	53
C.4	Hispanic/Latino	1002
C.4	Males	741

- ***Activity Implementation Plan***

Supplemental Instruction Using the 3+3 Model

Introduction:
The 3+3 model is learner-centered and was first piloted by Professor Jon Squires at Chattanooga State Community College and Cleveland State Community College, and, based on success rates, is now being implemented in community colleges statewide in Tennessee. College of the Desert Department of Mathematics was one of the first colleges in the country to try the 3+3 model in 2000. We started with Math 40 and then in 2004 converted Math 54 to the 3+3 model.

There are a variety of Learning Theories that support the 3+3 model. Some of them are Social Constructivist Theory (Vygotsky), Social Learning Theory (Bandura), Experiential Learning Theory (Kolb, Dewey), and Student Faculty Engagement Theory (Kuh). Professor Squires was a keynote speaker at the American Mathematical Association of Two-Year Colleges (AMATYC) last fall. In fact, there were several presentations on the 3+3 model at this annual conference.

In addition, please see the COD website for the results on the Community College Survey of Student Engagement (CCSSE). You will note that we need to increase our faculty/student engagement scores. This fact was so illuminating that a special presentation was provided to the Board of Trustees on the CCSSE results. Please note that the instrument used (CCSSE) was developed by and is based on research done by the aforementioned Dr. George Kuh, who, incidentally, recommends the 3+3 model for mathematics to increase faculty/student engagement, as well as peer-peer engagement. In addition to Dr. Kuh, this model is also recommended by *Achieving the Dream* and the *National Center for Academic Transformation*.

Target Group: Although mathematics is challenging at every level, we tend to focus on basic skills. However, college-level courses require critical thinking and analytical skills beyond what is required in the basic skills classes. Students entering our college-level courses, Math 5, Math 10, Math 11, Math 13 and Math 14, are faced with new challenges for which they are often not prepared.

Proposal: Supporting students taking college-level courses for the first time may eliminate the need for these students to repeat courses. There are several proposals that will help improve student retention and success in their first college-level course:

1. Create a 3+3 curriculum for Math 10, Math 11, Math 13 and Math 14. The 3+3 model will reduce the lecture from 4 units to 3 units, which reduces the required homework from 180 hours to 108 hours (based on the Carnegie definition of a unit). Students will have increased time in lab.
2. Extend the hours of the Math and Science Study Center to accommodate night and weekend students.
3. Use peer-assisted study sessions outside of class in which students work collaboratively by discussing readings, comparing notes, working together to predict test items, and sharing ideas for improving knowledge.

Goals:

1. Improve retention
2. Stimulate interest in the STEM majors
3. Increase the Transfer Rate

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.4	January 2016-January 2019	$10,000	

- ***Link to Goal***

Supplemental instruction of the kind we are proposing is listed as a best practice in California Community Colleges Chancellor's Office, Effective Practices and in Advancing Student Success in California Community Colleges.

- ***Evaluation***
  - The Math Department or the Research Office (at the discretion of the Math Department) will conduct research to measure efficacy of this activity
  - Data from the 08-09 cohort, if appropriate, may be used as a baseline for purposes of comparison and statistical analysis
  - Quantitative data will be collected, analyzed, and distributed by the Math Department each semester for three years, starting at the end of Fall 2016

C.5: Math Course Alignment and Increased Communication with Local High Schools

Activity Type(s)

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
C.5	Black or African American	53
C.5	Hispanic/Latino	1002
C.5	Males	741

- ***Activity Implementation Plan***

Math Course Alignment and Increased Communication with Local High Schools

In recent years, there have been many changes to math curriculum, at COD and K-12 schools (at both the local and statewide levels). Due to these changes, it is likely that teachers and students at COD and local high schools are confused about how high school mathematics courses align with

COD mathematics courses. Similarly, there are likely redundancies and gaps in alignment: some material is covered repeatedly and other material is not covered at all.

The first goal is to attempt to improve alignment between K-12 mathematics and COD mathematics. The second goal to build an understanding among K-12 teachers and administrators (with an emphasis on STEM faculty at local high schools) and COD faculty, regarding alignment.

There will be four main steps comprising this activity.

1) Research changes to K-12 standards related to Common Core and meet with K-12 teachers and administrators to learn about local K-12 standards, courses, and standardized tests (or other assessment methods used). The meetings should produce outlines and maps of K-12 alignment to help COD faculty understand the current mathematics situation at K-12 schools.

2) Hold discussions that include both K-12 and COD mathematics teachers (and possibly other STEM faculty) to discuss COD courses and map, as best as possible, the alignment of K-12 to COD courses.

3) Facilitate dissemination of the current state of alignment to K-12 faculty, administrators, and parents, and to COD faculty, counselors, and students. This facilitation may include production of physical and digital resources, visits to local high school and other school campuses, and hosting workshops and "open house" events at COD.

4) Use what is learned in Steps 1 and 2 to improve alignment between K-12 and COD mathematics courses through course curriculum revisions, teaching strategies, book choices, etc. This may involve creation of task forces consisting of COD and K-12 faculty, holding collaboration events (such as retreats), research of curricula and course offerings at other colleges and universities, and exploration of new course materials (textbooks, online course supplements, diagnostic testing tools, etc.).

The researching of K-12 standards and meetings with K-12 representatives should begin in January 2016. Monthly updates would continue through the Spring 2016 semester to allow for updates in information as local K-12 teachers learn more from implementing Common Core in classes. The goal would be to have alignments mapped by June 2016. The dissemination of alignment information would be the focus of Fall 2016 (August through December). Alignment improvement projects would start in Spring 2017.

After analysis of Step 3 (see Evaluation), any changes made in Step 4 would be communicated to interested parties using what is learned from the success or lack of success of the strategies used to disseminate alignment information.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.5	January 2016-January 2019	$10,000	

- ***Link to Goal***

This activity is supported by research cited in the document *Effective Practices for Promoting the Transition of High School Students to College* (2009), published by the California Community Colleges Chancellor's Office.

- ***Evaluation***
  - Surveys administered to K-12 faculty and administrators, COD math faculty, other STEM faculty, and counselors will be used to determine how well the information learned in Steps 1 and 2 is communicated in Step 3.
  - Surveys will be disseminated and collected in Spring 2017. Analysis of them would be used to repeat Step 3 after any changes made to COD courses or materials as a result of Step 4.
  - The Math Department or the Research Office (at the discretion of the Math Department) will conduct research to measure efficacy of this activity.
  - Data from the 08-09 cohort, if appropriate, may be used as a baseline for purposes of comparison and statistical analysis.
  - Quantitative data will be collected, analyzed, and distributed by the Math Department each semester for three years, starting at the end of Fall 2016.

C.6 : Self-Placement into Elementary Algebra

Activity Type(s)

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
C.6	Black or African American	53
C.6	Hispanic/Latino	1002
C.6	Males	741

- ***Activity Implementation Plan***

Self-Placement into Elementary Algebra

The Department of Mathematics is interested in investigating the potential benefits and/or costs of allowing students who place below Math 54 to self-place into Math 54.

The basic design of this proposed research is as follows. It should be noted that the following are informal descriptions. All of the following will be made much more precise should this project be approved and move forward.

Research Question: How well do students who are permitted to place themselves into Math 54 perform in Math 54 relative to those who placed into Math 54 in the first place?

Design: During the Spring 2016 semester, four sections of Math 54 will be a part of the study. Each of the four sections will have a population (the experimental group) of students in the class who have placed below Math 54 but have been allowed to self-place at the Math 54 level. The target percentage of this population is somewhere between 30% and 60% of the class. The instructors should remain blind (as blind as is reasonably possible) as to who is in the experimental group.

The means by which the experimental group is created will need to be arranged. This will likely include a significant amount of coordination with Counseling.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.6	January 2016 – June 2016	$5,000	

- ***Link to Goal***

  This activity is supported by research cited in an overview of best practices published by the California Community Colleges Chancellor's Office, as well as the document *Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges* (2014), published by the Academic Senate for California Community Colleges.

- ***Evaluation***

  Data: Data will be collected 5 times during the course of the semester.

  1. At the beginning of the semester (on day 2 or 3)
     a. What students are registered for the course (including those who have been given an add code)?
     b. What are the Accuplacer scores of the students who are registered for the course?
  2. After the last day to add classes
     a. What students are registered for the class?
  3. After the last day to drop without a W
     a. What students are registered for the class?
  4. After the last day to drop with a W
     a. What students are registered for the class?
  5. End of semester
     a. What grade did each student receive?
     b. What score did each student receive on the common final examination?

Data Analysis: Statistical data will be analyzed and, where possible, inferences drawn, with regard to specific research questions that will be defined prior to the beginning of the project. Some examples of specific research questions that might be of interest are the following:

1. Are the self-placers more or less likely to drop the course early on?
2. Are the self-placers more or less likely to drop the course before the very last day to drop?
3. Are the self-placers more or less likely to pass the course with a C or better?
4. Are the self-placers more or less likely to excel (get an A in the course)?

- The Math Department or the Research Office (at the discretion of the Math Department) will conduct research to measure efficacy of this activity.

C.7: EDGE (A Summer Bridge and Extended Student Services Support Program)

- ***Activity Type(s)***

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group(s)	# of Students Affected
C.7	Basic Skills Students (Math, English, Reading, and ESL)	830

- ***Activity Implementation Plan***

  In the past three years, College of the Desert has developed an extraordinarily successful summer bridge program called EDGE: Engage, Develop, Grow, Empower. EDGE is a 3-week program that offers a fast-paced review of basic skills in Mathematics and English, incorporating brain-based, learner-centered strategies derived from On Course and Reading Apprenticeship. Seven hundred ninety-four (794) students have completed this program, starting with 22 in the first year. Success rates are high. Students report the following: "I learned a great deal, created new friendships, and received help for my future"; "It refreshed my memory on things I learned in the past, [and] I also learned things I was taught before but didn't understand"; "I If I had to redo my time here [in EDGE], I would go through it all over again."

This program has also extended to support services for the first year, including core and SSSP services collaboration, follow-up services, personal calls, student progress monitoring, and referral to special programs. Students who participate in the EDGE program receive personalized services throughout their academic year, including registration assistance, counseling, student-success and transfer workshops, career information, and financial aid assistance. They are monitored with an early alert system to inform us if they are falling behind in their courses; students then receive follow-up services and referrals from EDGE staff to ensure they get back on track.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.7	Fall 2015-ongoing	$178, 327	

- ***Link to Goal***

Two exemplary summer bridge programs at California community colleges are cited in the "poppy copy" document published by the Chancellor's Office (2013), and these programs (at Pasadena City College and Santa Barbara City College) have proven successful.

Reference:

California Community Colleges Chancellor's Office. (2013). *Basic skills completion: The key to student success in California community colleges: Effective practices for faculty, staff and administrators.*

- ***Evaluation***

The program will be evaluated based on how EDGE students do in their first semester at College of the Desert. After the fall semester, the cohort will be evaluated to see if they did as good as, or better than, students who did not participate in the EDGE program in similar courses. This evaluation will take place after every fall semester; there is a new group of EDGE students every summer term.

D. Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

DEGREE AND CERTIFICATE COMPLETION:

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

The optional table below presents data using Methodology 3 "Percentage Point Gap" (Attachment E. Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	**The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree**	**The number of students out of ← (the denominator) who earned a degree or certificate within one to six years.**	**The rate of degree and certificate completion**	**Total (all student average) completion rate**	**Comparison to the all student average (Percentage point difference with +/- added)**
American Indian / Alaska Native	22	1	4.5%	***17.9%***	-13.4
Asian	85	14	16.5%	***17.9%***	-1.4
Black or African American	60	5	8.3%	***17.9%***	-9.6
Hispanic or Latino	1023	193	18.9%	***17.9%***	+1.0
Native Hawaiian or other Pacific Islander	14	4	28.6%	***17.9%***	+10.7
White	501	82	16.4%	***17.9%***	-1.5
Some other race	115	27	23.5%	***17.9%***	+5.6

More than one race				***17.9%***	
All Students	***1820***	***326***	***17.9%***		
Males	867	157	18.1%	***17.9%***	+0.2%
Females	950	168	17.7%	***17.9%***	-0.2%
Unknown	3	1	33.3%	***17.9%***	+15.4%
Current or former foster youth				***17.9%***	
Individuals with disabilities	68	17	25.0%	***17.9%***	+7.1%
Low-income students	1221	258	21.1%	***17.9%***	+3.2%
Veterans	22	10	45.5%	***17.9%***	+27.6%

The following two charts disaggregate the data from the above chart, into two sets of data: Degree Completion and Certificate Completion.

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

The optional table below presents data using Methodology 3 "Percentage Point Gap" (Attachment E. Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	**The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree**	**The number of students out of ← (the denominator) who earned a degree or certificate within one to six years.**	**The rate of degree and certificate completion**	**Total (all student average) completion rate**	**Comparison to the all student average (Percentage point difference with +/- added)**
American Indian / Alaska Native	22	1	4.5%	***16.3%***	-11.8%
Asian	85	14	16.5%	***16.3%***	+0.2%
Black or African American	60	5	8.3%	***16.3%***	-0.8%

Hispanic or Latino	1023	178	17.4%	***16.3%***	+1.1%
Native Hawaiian or other Pacific Islander	14	3	21.4%	***16.3%***	+5.1%
White	201	73	14.6%	***16.3%***	-1.7%
Some other race	115	22	19.1%	***16.3%***	+2.8%
More than one race				***16.3%***	
All Students	***1820***	***296***	***16.3%***		
Males	867	140	16.1%	***16.3%***	-0.2%
Females	950	155	16.3%	***16.3%***	0.0%
Unknown	3	1	33.3%	***16.3%***	+17.0%
Current or former foster youth				***16.3%***	
Individuals with disabilities	68	14	20.6%	***16.3%***	+4.3%
Low-income students	1221	232	19.0%	***16.3%***	+2.7%
Veterans	22	10	45.5%	***16.3%***	+29.2%

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

The optional table below presents data using Methodology 3 "Percentage Point Gap" (Attachment E. Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	**The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree**	**The number of students out of ← (the denominator) who earned a degree or certificate within one to six years.**	**The rate of degree and certificate completion**	**Total (all student average) completion rate**	**Comparison to the all student average (Percentage point difference with +/- added)**

American Indian / Alaska Native	22	0	0.0%	***2.9%***	-2.9%
Asian	85	1	1.2%	***2.9%***	-1.7%
Black or African American	60	0	0.0%	***2.9%***	-2.9%
Hispanic or Latino	1023	28	2.7%	***2.9%***	-0.2%
Native Hawaiian or other Pacific Islander	14	1	7.1%	***2.9%***	+4.2%
White	501	15	3.0%	***2.9%***	+0.1%
Some other race	115	8	7.0%	***2.9%***	+4.1%
More than one race				***2.9%***	
All Students	***1820***	***53***	***2.9%***		
Males	867	27	3.1%	***2.9%***	+0.2%
Females	950	26	2.7%	***2.9%***	-0.2%
Unknown	3	0	0.0%	***2.9%***	-2.9%
Current or former foster youth				***2.9%***	
Individuals with disabilities	68	7	10.3%	***2.9%***	+7.4%
Low-income students	1221	45	3.7%	***2.9%***	+0.8%
Veterans	22	0	0.0%	***2.9%***	-2.9%

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	**The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal**	=	Number of Students "Lost"
---	Example Group	7%	.04	x	1947	=	77
Largest Gap	American Indian/Alaska	13.4%	.134	x	22	=	3

	Native						
Second Largest	Black or African American	9.6%	.096	x	60	=	6
Third Largest	White	1.5%	.015	x	501	=	8

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL:

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Example Group	***-4, 2014***	***No gap***	***2020***
American Indian/Alaska Native	-13.4, 2014-2015	Gap No > -10	2020
Black or African American	-9.6, 2014-2015	Gap No > -5	2020
White	-1.5, 2014-2015	No gap	2020

ACTIVITIES

D.1: Professional Development for Math Faculty

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected	
D.1	Black or African American	60	

- ***Activity Implementation Plan***

  This proposed activity involves providing professional development activities for Math faculty, in order to improve rates of course and degree/certificate completion. Math faculty will learn about and practice effective teaching strategies through On Course workshops; will participate in team-building activities, including retreats for curriculum revision; and will host guest speakers, attend conferences, and visit exemplary math programs at local community colleges.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.1	Fall 2016 - Fall 2019	$10,000	

- ***Link to Goal***

  The proposed activities under this plan are meant to help faculty develop teaching strategies and/or courses that will improve students' success rates in math, thus improving degree and certificate completion rates. One of the activities involves learning about and from exemplary math programs in California community colleges, as identified in the "poppy copy" (California Community Colleges Chancellor's (Office, 2013). Another of the activities involves faculty participation in On Course workshops, which has documented evidence of improved student success (On Course, 2015).

  References:

  California Community Colleges Chancellor's Office. (2013). *Basic skills completion: The key to student success in California community colleges: Effective practices for faculty, staff and administrators.*

  On Course. (2015). Principles. In *On Course Workshop: Helping colleges improve student success and retention*. Retrieved from http://oncourseworkshop.com/about/principles/

- ***Evaluation***
  - The Math Department or the Research Office (at the discretion of the Math Department) will conduct research to measure efficacy of this activity.
  - Data from the 08-09 cohort, if appropriate, may be used as a baseline for purposes of comparison and statistical analysis.
  - Quantitative data will be collected, analyzed, and distributed by the Math Department each semester for three years, starting at the end of Fall 2016.

D.2: Reading Apprenticeship for Math Students and Classes

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	x	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group(s)	# of Students Affected
D.2	Black or African American	60
D.2	White	501

- ***Activity Implementation Plan***

This activity starts with the observation that students often struggle in math and science classes, partly because many students have never learned to read their textbooks. Faculty will be trained in Reading Apprenticeship (either as an in-service activity or as an off-campus activity, depending on availability) as a tool for teaching students how to "process" math textbooks and other materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.2	January 2016-January 2019	$10,000	

- ***Link to Goal***

Reading Apprenticeship (Schoenbach, R., Greenleaf, C., & Murphy, L., 2012) is cited as a best practice in the "poppy copy" published by the California Community Colleges Chancellor's Office (2013, pp. 50-51), and it will be applied to mathematics teaching to improve degree and certificate completion rates.

References:

California Community Colleges Chancellor's Office. (2013). *Basic skills completion: The key to student success in California community colleges: Effective practices for faculty, staff and administrators.*

Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for understanding: How Reading Apprenticeship improves disciplinary learning in secondary and college classrooms.* 2nd ed. New York: Jossey-Bass.

- ***Evaluation***
  - The Math Department or the Research Office (at the discretion of the Math Department) will conduct research to measure efficacy of this activity.

- Data from the 08-09 cohort, if appropriate, may be used as a baseline for purposes of comparison and statistical analysis.
- Quantitative data will be collected, analyzed, and distributed by the Math Department each semester for three years, starting at the end of Fall 2016.

E. Transfer

CAMPUS-BASED RESEARCH: TRANSFER

TRANSFER and TRANSFER-READY

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer-level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

The optional table below presents data using Methodology 3 "Percentage Point Gap" (Attachment E. Guidelines for Measuring Disproportionate Impact in Equity Plans) for assessing disproportionate impact.

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer-level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

Target Population(s)	**The # of students who complete a minimum of 12 units and have attempted a transfer-level course in mathematics or English.**	**The number of students out of ← (the denominator) who actually transfer after one to six years.**	**The transfer rate**	**Total (all student average) transfer rate**	**Comparison to the all student average (Percentage point difference with +/- added)**
American Indian / Alaska Native	22	6	27.3%	***37.2%***	-9.9%
Asian	85	39	45.9%	***37.2%***	+8.7%
Black or African American	60	23	38.3%	***37.2%***	+1.1%
Hispanic or Latino	1023	341	33.3%	***37.2%***	-3.9%
Native Hawaiian or other Pacific Islander	14	6	42.9%	***37.2%***	+5.7%
White	501	211	42.1%	***37.2%***	+4.9%
Some other race	115	51	44.3%	***37.2%***	+7.2%
More than one race				***37.2%***	
All Students	***1820***	***677***	***37.2%***		
Males	867	318	36.7%	***37.2%***	-0.5%

Females	950	358	37.7%	***37.2%***	+0.5%
Unknown	3	1	33.3%	***37.2%***	-3.9%
Current or former foster youth	NA	NA	NA	***37.2%***	NA
Individuals with disabilities	68	34	50.0%	***37.2%***	+12.8%
Low-income students	1221	467	38.2%	***37.2%***	+1.0%
Veterans	22	13	59.1%	***37.2%***	+21.9%

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	**The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.**	=	Number of Students "Lost"
---	Example Group	7%	.04	x	1947	=	77
Largest Gap	American Indian / Alaska Native	-9.9%	.099	x	22	=	2
Second Largest	Hispanic or Latino	-3.9%	.039	x	1023	=	40
Third Largest	Unknown	-3.9%	.039	x	3	=	0

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Hispanic or Latino	-3.9, 2014	Increase transfer by 10%	2020

ACTIVITIES

E.1: At-Risk Counselor

- ***Activity Type(s)***

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group(s)	# of Students Affected
E.1	Hispanic or Latino	1023

- ***Activity Implementation Plan***
  At Risk Counselor

  The At-Risk Counselor would be enhancing services to general counseling and other special programs and services (EOPS, Foster Youth, DSPS, Veterans, International, CARE, CalWorks, and Trio Programs). This counselor can work with our research department to identify our at-risk student population. The counselor can then focus on collaborating with the student, support programs, financial aid, and faculty on early intervention. This work will include coordinating progress reports, specialized student educational plans, tutoring, and book rentals.

See detailed histories and descriptions of College of the Desert's special programs and services in B.1.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.1	Fall 2016 – continuous	$46,443	

- ***Link to Goal***

  The goal of the At-Risk Counselor is to provide early intervention for our at-risk student population. The at-risk student population will continue to meet with this counselor for following-up visits on progress until students improve academic standing, become transfer-ready, or transfer out of COD. The California Community Colleges Chancellor's Office cites research demonstrating that, for developmental education students, "Student support services, such as academic and personal advising, counseling, tutoring, and financial aid are … critically important for promoting better outcomes for students" (2013, p. 78). The At-Risk Counselor would fulfill this role for the targeted students.

  Reference:

  California Community Colleges Chancellor's Office. (2013). *Basic skills completion: The key to student success in California community colleges: Effective practices for faculty, staff and administrators.*

- ***Evaluation***

  Data will be collected to identify our at-risk student population. Data will also be collected per semester to see the progress of these students who are meeting with the At-Risk Counselor, and appropriate changes will be made to improve this activity.

E.2: Retention/Completion Counselor

- ***Activity Type(s)***

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
E.2	Hispanic or Latino	1023

- ***Activity Implementation Plan***
  Retention/Completion Counselor

  The Research Department would identify students who have completed 30 or more units. For an existing student, the counselor would reach out to the student, identify the student's major, and complete a comprehensive student educational plan to identify her or his completion goal. The counselor would also contact inactive students who have completed 30 or more units to identify the barriers that caused the student to postpone or discontinue her or his education. Once those barriers are identified, the counselor can work with the student and special programs to assist with appropriate resources.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.2	Fall 2016-Spring 2017	$92,886	

- ***Link to Goal***
  The goal of the Retention/Completion Counselor is to provide services for students who may not qualify as "at-risk" students but who, for a variety of reasons, have experienced educational barriers toward transfer and transfer-ready status. The California Community Colleges Chancellor's Office cites research demonstrating that "Student support services, such as academic and personal advising, counseling, tutoring, and financial aid are … critically important for promoting better outcomes for students" (2013, p. 78). The Retention/Completion Counselor would fulfill this role for the targeted students.

  Reference:
  California Community Colleges Chancellor's Office. (2013). *Basic skills completion: The key to student success in California community colleges: Effective practices for faculty, staff and administrators.*

- ***Evaluation***
  Data will be collected through our research department, annually, to identify the students who have completed 30 units or more.

E.3: Stipends for Faculty to Develop Marketing Materials

- ***Activity Type(s)***

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
E.3	Hispanic or Latino	1023

- ***Activity Implementation Plan***
  Stipends for Faculty to Develop Marketing Materials

  Faculty will prepare marketing materials on transfer pathways with our 2 + 2 partners. Research will be undertaken to identify the UC and CSU campuses to which our students tend to apply as transfer students, as well as the most common intended majors. Once the schools and majors have been identified, faculty will use their disciplinary knowledge to create major-specific marketing materials that communicate clear course pathways for students.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.3	Fall 2016-Spring 2017	$10,000	

- ***Link to Goal***
  This activity will help students successfully prepare for transfer, with discipline-specific knowledge that general counselors often cannot provide. The activity is rooted, at least in part, in one of the principal messages of the "Student Support (Re)defined" section of the Chancellor's Office's "poppy copy," which conveys that "Student support services, such as academic and personal advising, counseling, tutoring, and financial aid are … critically important for promoting better outcomes for students" (2013, p. 78).

  Reference:

California Community Colleges Chancellor's Office. (2013). *Basic skills completion: The key to student success in California community colleges: Effective practices for faculty, staff and administrators.*

- ***Evaluation***
  - COD's research office will conduct research to measure efficacy of this activity
  - Baseline quantitative data on success rates will be from the 2008-09 cohort.
  - Quantitative and qualitative data will be collected each semester for three years starting end of fall 2016.

E.4: Tutoring in English and Math for COD Veterans

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
E.3	Hispanic or Latino	1023
E. 3	Veterans	22

- ***Activity Implementation Plan***

Tutoring in English and Math for COD Veterans

This activity will provide to Veterans tutoring services in English and Math. Veterans have been performing low in these two areas, and this low performance in the two subjects has lowered the transfer and transfer-ready rates for Veterans.

ID	**Timeline(s)** enhance	**Student Equity Funds**	**Other Funds**
E.4	Fall 2016-Continous	$10,000	

- ***Link to Goal***

The increased and targeted tutoring is intended to improve Veterans' course completion rates in English and Math, thus helping them to ultimately become transfer-ready. This tutoring service will be modeled after Santa Barbara City College's Partnership for Student Success (cited in the 2013 "poppy copy" as a best practice) (p. 96).

Reference:

California Community Colleges Chancellor's Office. (2013). *Basic skills completion: The key to student success in California community colleges: Effective practices for faculty, staff and administrators.*

- ***Evaluation***

Veteran students can be identified through the Veterans Service Program. Once tutoring has been established, follow-up data can be collected and analyzed each semester to see if the additional tutoring services have helped Veterans students to pass their English and Math courses, as well as to eventually become transfer/transfer-ready.

E.5: STEM Gatekeeper Success – STEM EDGE bridge and first-year support program

- ***Activity Type(s)***

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
E.5	Hispanic or Latino	1023
E.5	Females	950
E.5	Low-income	1221

- ***Activity Implementation Plan***

STEM Gatekeeper Success—STEM EDGE bridge and first-year support program

Mathematics can be the catalyst for the social mobility of individuals and groups who have traditionally been outside the mainstream of the American economy. This activity will increase the retention and persistence in our gate-keeper courses in Mathematics that are vital to the success of STEM majors, especially for our potential STEM majors from traditionally underrepresented groups. The activity will incorporate new strategies, course redesign, and innovative technology to enhance student engagement, thus leading to greater student success and learning in these gate-keeper courses. By increasing retention, we project that we will double our number of well-prepared STEM transfer students within five years to persist at four-year institutions and beyond.

This activity will be in collaboration with the MESA Program at COD. The MESA Program at COD was established in 2000 and has 350 successful STEM transfer students to four-year institutions. The COD MESA program is one of 30 programs across the state of California that serves more than 3500 students per year and transfers more than 500 students per year to four-year colleges and universities. MESA utilizes several strategies to help students succeed while at COD and after they transfer. These include a study center, tutoring, academic excellence workshops (AEW), career and academic advising, and scholarship information. The AEWs provide supplemental instruction for some of our upper-level STEM courses, utilizing peer facilitators who work together with faculty to align these out-of-classroom activities with instruction. Recruitment strategies and qualifications for the Program ensure that we serve many students from the traditionally underrepresented groups in the STEM fields, resulting in

more than 70% of the program students being Hispanic. Participating students take advantage of all of these additional services provided by MESA.

To ensure a successful bridge program, this activity will incorporate a variety of sub-activities: a mathematics intensive academy, faculty development, staff support for the program, and counseling services.

Sub-activity 1: Mathematics Intensive Academies (MIA) will be developed and occur prior to the beginning of each fall/spring semester for Trigonometry and Pre-calculus, in order to prepare students for upcoming courses. Each MIA will be taught by trained math faculty, with the assistance of a trained peer mentor/tutor. Portions of this activity will be completed with the assistance of a STEM Counselor.

The goals of this activity are twofold:

- Strengthen the students' understanding of functions, geometry, and other skills to be successful in these classes, through lectures and hands-on activities. For example, to understand the concept of a function, one of the activities might involve learning basic computer programming (e.g., C++). For basic geometry and trigonometry, we can measure the circumference of the earth, or the distances between stars.
- Develop learning communities that allow students interested in pursuing a STEM career to research different fields of study. This component will be directed by a STEM counselor and will include information on career choices, short- and long-term goal setting, and "4-year" educational plans.

These activities will strengthen the students' math skills, expose students to the material they will be encountering in their upcoming class, and inspire them to stay determined in their pursuit of their STEM degrees.

Sub-activity 2: Faculty-led problem-solving sessions will be delivered by the classroom instructor to increase faculty-student engagement for Trigonometry and Pre-Calculus. In order to have the greatest impact, these sessions will be provided live in-person and live online, and will be recorded for viewing by students who are unable to attend live or want to review what was covered. This will be accomplished through the use of the California Community College Conference Project (CCC Confer). CCC Confer is a non-profit e-Conferencing service designed to allow communication and collaboration for all staff, faculty, and administrators in the California Community Colleges system, using the latest Web-conferencing technology. It can be used by faculty for collaboration in their courses (e.g., synchronous instructional sessions [and archiving], and virtual office hours to provide an option for students who cannot make it onto campus for regular office hours).

Sub-activity 3: Studio Courses are intended to provide computer science activities to students who have yet developed the math skills to take our introduction to computer science courses. The course would be a non-credit, 3-hour-per-week, project-based laboratory course. The math co-requisite for the course would be no higher than Math 40 or 44. The level of the individual projects can be adjusted, based on the skill levels of the enrolled students. The plan is to develop and offer a minimum of two of these courses at different math levels.

Sub-activity 4: This program will provide counseling services and evening support to STEM students. We will hire a counselor with experience and/or training specific to counseling STEM majors. This person would then be assigned to all STEM majors, including those who are currently part of the MESA Program. This counselor will seek professional development activities specific to helping STEM students and will work closely with the MESA Program staff to serve our STEM majors. Additionally, the counselor will develop a comprehensive guide for all STEM majors that can be provided to all students as they are entering the STEM pathway. This guide will have information specific to STEM majors offered at COD and STEM programs at the nearby four-year schools, as well as tips on study habits, how to succeed in STEM courses, financial aid, how to pursue internships and scholarships, and how best to prepare for transfer. All STEM students will, at a minimum, have an educational plan in place that takes them through the completion of a Bachelor's degree.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.5	Spring 2016-Continous	$50,440	

- ***Link to Goal***

The activity aims to increase the retention rate in our mathematics gate-keeper course sequence necessary for successful STEM major transfer from our current average of 50 % to an average of 70% for each course over a three-year period. This should contribute to the increase in the College's transfer rates.

- ***Evaluation***

This project will be designed to collect data in appropriate increments, or milestone indicators, so that necessary modifications can be implemented in a timely manner to ensure successful outcomes. In addition, we will utilize process evaluation to assure that the implementation plan is being followed and projects are being conducted according to the proposed plan. Formative evaluation will be done to assess short-term and long-term outcomes. Finally, summative evaluation will be utilized at the end of each year or project to identify any recommendations for future projects or replication.

For sub-activity 1, Diagnostics will be used to assess the entering student's math strengths and weaknesses. Students entering will be assessed on the first day using the Mathematics Diagnostic Testing Project (MDTP) tool. The MDTP is a statewide project of the California State University and the University of California. The institute will also use Assessment and Learning in Knowledge Spaces (ALEKS) as both an additional assessment tool and a learning system to guide the students through their two-week-long activity. ALEKS uses adaptive questioning to accurately determine exactly what a student knows and doesn't know in a subject area (e.g., mathematics). ALEKS then provides an online course structure based on the students' knowledge that allows them to develop and build the skills necessary to progress in the subject area. At the completion of the intensive activity, students will again be assessed using the MDTP tool for comparison to their entry level for evaluative purposes. As the students progress through their math courses at COD, their development will be closely tracked and compared to students who

have not participated in the academies. Evaluation: Numbers/ student tracking through all subsequent courses, MDTP pre- and post-.

For sub-activity 2, the Research office will evaluate the number of faculty participants and the impact on students.

For sub-activity 3, Research will evaluate the number of students participating and the number of declared STEM majors.

For sub-activity 4, the student contacts, as well as any effects on retention, persistence, and success, can be measured.

The data collection will begin Summer 2016 and will be annually evaluated.

E.6: Math Intensives

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
E.6	Hispanic or Latino	1023
E.6	Females	950
E.6	Low-income	1221

- ***Activity Implementation Plan***

Math Intensives

Students often struggle when taking college-level mathematics for the first time. Students who have progressed from Math 40 to Math 10, 13, 14, or 5 often struggle with the quick pace of college-level courses, the expectation of mastery of previously learned skills and concepts, and remembering material after time away from school over summer or winter breaks. Students advancing from Math 5 to Math 12, students who begin their college math education at the college level immediately after graduating from high school, and students enrolled in college-level math

courses after a long period of time out of school, have similar struggles. The goal is to create two- and/or three-week preparatory courses that could take place during semester breaks that would help students address these struggles and increase their potential to succeed in courses taken in the immediately following semester. If possible, such courses could be offered for elective credit.

The courses will not focus on teaching information that will be new material in their upcoming courses. Preparatory courses will help students develop learning skills to help them adapt to the fast-paced learning required in college-level classes through problem-solving activities that will combine previous material with new concepts taken from a variety of contexts. The courses will include review of prerequisite material through lab activities and will be informed by diagnostic testing. The problem/issue of time gaps, which seem to stymie students' success, is addressed simply by students doing mathematics during the academic breaks.

The development of the preparatory courses will require research to discover which topics students struggle with the most in their college-level classes, as well as which concepts from previous courses should help students with those topics. The course material (such as problem-solving activities that involve those concepts) will then be developed after such research is finished. Once the courses are developed, meetings with counselors, STEM faculty, and MESA program members will be used to determine how to best find students interested in taking the courses. Of those students, some will be randomly selected to be given add codes to the courses, and the rest will serve as a control group (see Evaluation).

Research on Math 5 student success shall begin in January 2016, followed by development of the Math 5 Preparation course in Spring 2016. Preparation courses for the other college-level math courses can also be developed, with different faculty or at later dates (with the same or different faculty), based on what is learned while developing the Math 5 Preparation course. If approved, preparatory courses shall be offered starting in Winter 2017. Evaluation of course success can begin immediately following each preparatory course.

In addition to preparation courses, study skills will be developed at lower levels. To improve success of students in college-level courses, study skills courses tied to Math 54 and Math 40 created in the past can be reworked and offered for elective credit during Fall and Spring semesters to help students better learn (and internalize) the material at lower levels. As above, among the students who express interest in taking the study skills courses, a subset shall be randomly selected (the remainder serving as a control group).

The intensive math preparation courses will begin January 2016, and the work to prepare the math study skills courses will begin in Summer 2016.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.6	January 2016-January 2019	$18,000	

- ***Link to Goal***

Activities that are similar to the one we are proposing have been identified by the California Community Colleges Chancellor's Office as best practices, and they have demonstrated results in improving student success.

- ***Evaluation***
  - Student surveys at the end of the preparation courses and reflective evaluations written by the instructors will serve as immediate qualitative measures.
  - Analysis of the success of students who completed the preparation courses, as compared to those interested in the preparation courses but who did not enroll in them, will be used to determine the success of the preparation courses. This analysis can begin after the grades from the semester following the preparation courses are submitted.
  - Student surveys at the end of the study skills courses and reflective evaluations written by the instructors will serve as immediate qualitative measures.
  - Analysis of the success of students in Math 54/40 who complete the study skills courses, as compared to those interested in study skills courses but who did not enroll in them, will be used to determine whether or not the study skills courses have any effect on the success of the students in current classes. Analysis of the success of those same students in later mathematics courses, as compared to the success of students in the control group, will be used to determine whether or not the study skills courses have any effect on the success of the students in future classes.

E.7: WomenTech Educators Training

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
E.7	Females	950

- ***Activity Implementation Plan***

This activity involves bringing WomenTech Educators training to campus and/or sending faculty to training sessions, depending on availability.

The WomenTech Educators training is provided by the Institute for Women in Trades, Technology and Science (IWITTS). IWITTS has been highlighted by the NSF for demonstrating significant achievement and program effectiveness for increasing the number of women in STEM. The WomenTech Educators Training and follow-up implementation support is culled from 5 NSF projects and over 20 years of success in assisting ATE Centers, Projects, and educational institutions around the country.

The primary goal of bringing this training to our campus is to increase the numbers and success rates of female STEM students, with the concomitant goal of increasing the success rates for all students in STEM courses and in STEM transfer.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.7	Nov. 2015 through Nov. 2016	$20,000	

- ***Link to Goal***

The proven success of WomenTech Educators training for improving success rates of female STEM students, in particular, is well documented.

In one case study published by the National Institute for Women in Trades, Technology, and Science, retention of female STEM students increased from zero to 86%, and male retention increased from 70% to 93%.

Other testimonials and data attesting to the efficacy of this professional development is documented on the WomenTech Educators Professional Development site.

- ***Evaluation***
    - Female enrollments in STEM majors will be measured every term, broken down by particular majors.
    - The Math Department or the Research Office (at the discretion of the Math Department) will conduct research to measure efficacy of this activity.
    - Data from the 08-09 cohort, if appropriate, may be used as a baseline for purposes of comparison and statistical analysis.
    - Quantitative data will be collected, analyzed, and distributed by the Math Department each semester for three years, starting at the end of Fall 2016.

F. Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES

F.1 Proactive Advising for Mathematics

- ***Indicators/Goals to be affected by the activity*:**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
	ESL and Basic Skills Course Completion		

- ***Activity Type(s)***

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected:

ID	Target Group	# of Students Affected
F.1	Hispanic or Latino	1023
F.1	Females	950
F.1	Low-income	1221

- ***Activity Implementation Plan***

Students who declare math as their major, and students who have registered for two degree-applicable courses, will be the target population for Proactive Advising.

Proactive advising will involve assigning a group of students from the target population to participating math faculty members, who agree to advise their cohort of students through regular outreach. The faculty advisor, and not the student, will initiate the regular contacts throughout the semester. Advisors will make sure the student has an Academic Plan and will refer them to areas on campus that can help them with issues that may otherwise keep them from succeeding. In addition to the faculty-initiated contacts, students will be required to check in with their advisor on a regular basis. This "proactive advising" model incorporates more outreach than traditional advising models.

Participating faculty members may be trained in advising and counseling, including topics such as matriculation and scheduling.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.1	January 2016-January 2019	$20,000	

- ***Link to Goal***

Research indicates that intrusive/proactive academic advising (Varney, 2012) of at-risk students, like those identified as having the largest achievement gap in basic skills mathematics at my institution, increases their chances of success (DiMaria, 2006; Abelman & Molina, 2002). As well, the CCCSE (Center for Community College Student Engagement) acknowledges in its publication *A matter of degrees: Promising practices for community college student success (A first look)* (2012) the benefits of intrusive advising for diverse community college populations.

References:

Abelman, R., & Molina, A. (2002). Style over substance reconsidered: Intrusive advising and at risk students with disabilities. *NICADA Journal, 22*(2). Retrieved from NACADA: The Global Community for Academic Advising website: www.nacada.ksu.edu/Resources/Academic-Advising-Today.aspx

Center for Community College Student Engagement (CCCSE). (2012). *A matter of degrees: Promising practices for community college student success (A first look)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program.

DiMaria, F. (2006). Keeping our engaged, at-risk kids in college. *Education Digest, 72*(2), 52-57.

Varney, J. (2012). *Proactive (intrusive) advising!* Retrieved from NACADA: The Global Community for Academic Advising website: www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-Intrusive-Advising.aspx

- ***Evaluation***
  - The Math Department or the Research Office (at the discretion of the Math Department) will conduct research to measure efficacy of this activity.

- Data from the 08-09 cohort, if appropriate, may be used as a baseline for purposes of comparison and statistical analysis.
- Quantitative data will be collected, analyzed, and distributed by the Math Department each semester for three years, starting at the end of Fall 2016.

Summary Budget

2015-16 Student Equity Plan Summary Budget	
Desert Community College District	
College of the Desert	

Part I: Student Equity Funding	Enter whole numbers only
Total 2015-16 College Student Equity Allocation	$ 1,163,149
If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level	
Part II: 2015-16 Planned Student Equity Expenditures	$ 1,163,149
Balance 2015-16 College Student Equity Allocation	$ -

2014-15 Student Equity Plan Summary Budget.
Part I: Funding
Specific Entry Instructions

2015-16 Student Equity Plan Summary Budget

Desert Community College District

College of the Desert

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Stduent Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	**Academic Salaries: Position Title(s)**	**# of Hours**										
	At Risk Counselor	**50.00**	**B.1**	$ 8,625	$ 8,625	$ 8,625	$ -	$ -	$ -	$ -	$ 8,625	34,500
	At Risk Counselor	**50.00**	**E.1**	$ 8,625	$ 8,625	$ 8,625	$ -	$ -	$ -	$ -	$ 8,625	34,500
	Instructional Faculty	**10.00**	**B.2**	$ 3,333	$ -	$ -	$ -	$ -	$ -	$ 3,333	$ 3,334	10,000
	Faculty Coordinator	**25.00**	**B.3**	$ 4,500	$ -	$ -	$ 4,500	$ 4,500	$ 4,500	$ 4,500	$ -	22,500
	Faculty Coordinator-First Year Experience	**50.00**	**C.1**	$ 6,429	$ 6,429	$ 6,429	$ 6,429	$ 6,429	$ 6,429	$ 6,429	$ 6,429	51,432
	Adjunct Counselors	**25.00**	**C.3**	$ 15,000	$ 15,000	$ 15,000	$ -	$ -	$ -	$ -	$ 20,173	65,173
	Supplemental Math Instruction 3+3	**10.00**	**C.4**	$ -	$ -	$ -	$ -	$ -	$ 5,000	$ 5,000	$ -	10,000
	Math Course Alignment with Local High Schools	**10.00**	**C.5**	$ 1,666	$ 1,666	$ 1,667	$ 1,667	$ -	$ 1,667	$ 1,667	$ -	10,000
	Self Placement into Elem. Alg.	**5.00**	**C.6**	$ -	$ -	$ 2,500	$ -	$ 2,500	$ -	$ -	$ -	5,000
	Retention/Completion Counselor	**100.00**	**E.2**	$ 13,800	$ 13,800	$ 13,800	$ -	$ -	$ -	$ 13,800	$ 13,800	69,000
	Faculty Stipends/Marketing Pathways	**10.00**	**E.3**	$ 2,000	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	$ 2,000	10,000
	Counselor for STEM	**33.00**	**E.5**	$ 5,610	$ 5,610				$ 5,610		$ 5,610	22,440
	Instructional Faculty	**10.00**	**E.5**					$ 5,000		$ 5,000		10,000
	Instructional Math Faculty	**20.00**	**E.6**					$ 6,000		$ 6,000	$ 6,000	18,000
	Faculty Advising	**20.00**	**F.1**	$ 4,000	$ 4,000		$ 4,000			$ 4,000	$ 4,000	20,000
		Subtotal		$ 63,978	$ 56,145	$ 58,646	$ 12,596	$ 13,429	$ 17,596	$ 36,729	$ 62,986	**$ 392,545**

2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Assistant Director of First Year Experience	50.00	A.1	$ -	$ -	$ -	$ 12,585	$ -	$ 12,585	$ 12,585	$ -	37,755
	Assistant Director of First Year Experience	50.00	C.7	$ -	$ -	$ -	$ 12,585	$ -	$ 12,585	$ 12,585	$ -	37,755
	Outreach Specialist #1	50.00	A.1	$ 6,738	$ 6,738	$ -	$ -	$ -	$ -	$ -	$ 6,738	20,214
	Outreach Specialist #1	50.00	C.7	$ 6,738	$ 6,738	$ -	$ -	$ -	$ -	$ -	$ 6,738	20,214
	Outreach Specialist #2	50.00	A.1	$ 6,738	$ 6,738	$ -	$ -	$ -	$ -	$ -	$ 6,738	20,214
	Outreach Specialist #2	50.00	C.7	$ 6,738	$ 6,738	$ -	$ -	$ -	$ -	$ -	$ 6,738	20,214
	Outreach Specialist #3	50.00	A.1	$ 6,738	$ 6,738	$ -	$ -	$ -	$ -	$ -	$ 6,738	20,214
	Outreach Specialist #3	50.00	C.7	$ 6,738	$ 6,738	$ -	$ -	$ -	$ -	$ -	$ 6,738	20,214
	Outreach Specialist #4	50.00	A.1	$ 6,738	$ 6,738	$ -	$ -	$ -	$ -	$ -	$ 6,738	20,214
	Outreach Specialist #4	50.00	C.7	$ 6,738	$ 6,738	$ -	$ -	$ -	$ -	$ -	$ 6,738	20,214
	Outreach Specialist-Foster Youth	100.00	B.1	$ 13,475	$ 13,475	$ -	$ -	$ -	$ -	$ -	$ 13,475	40,425
	Instructional Support Assistant	50.00	B.3	$ 5,834	$ 5,834	$ -	$ -	$ -	$ -	$ -	$ 5,834	17,502
	Technician--Faculty Innovation	50.00	B.3	$ -	$ -	$ -	$ -	$ -	$ 12,500	$ 12,500	$ -	25,000
	Tutoring--Veterans	10.00	E.4		$ 3,333					$ 3,333	$ 3,334	10,000
	Instructional Support Assistant	50.00	E.5	$ 6,000	$ 6,000						$ 6,000	18,000
	Subtotal			$ 73,213	$ 73,213	$ -	$ 25,170	$ -	$ 37,670	$ 37,670	$ 73,213	**$ 348,149**

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Assistant Director of First Year Experience	A.1	$ -	$ -	$ -	$ 3,981	$ -	$ 3,981	$ 3,982	$ -	11,944
	Assistant Director of First Year Experience	C.7	$ -	$ -	$ -	$ 3,981	$ -	$ 3,981	$ 3,982	$ -	11,944
	Outreach Specialist #1	A.1	$ 3,981	$ 3,981	$ -	$ -	$ -	$ -	$ -	$ 3,981	11,943
	Outreach Specialist #1	C.7	$ 3,981	$ 3,981	$ -	$ -	$ -	$ -	$ -	$ 3,981	11,943
	Outreach Specialist #2	A.1	$ 3,981	$ 3,981	$ -	$ -	$ -	$ -	$ -	$ 3,981	11,943
	Outreach Specialist #2	C.7	$ 3,981	$ 3,981	$ -	$ -	$ -	$ -	$ -	$ 3,981	11,943
	Outreach Specialist #3	A.1	$ 3,981	$ 3,981	$ -	$ -	$ -	$ -	$ -	$ 3,981	11,943
	Outreach Specialist #3	C.7	$ 3,981	$ 3,981	$ -	$ -	$ -	$ -	$ -	$ 3,981	11,943
	Outreach Specialist #4	A.1	$ 3,981	$ 3,981	$ -	$ -	$ -	$ -	$ -	$ 3,981	11,943
	Outreach Specialist #4	C.7	$ 3,981	$ 3,981	$ -	$ -	$ -	$ -	$ -	$ 3,981	11,943
	Outreach Specialist-Foster Youth	B.1	$ 7,962	$ 7,962	$ -	$ -	$ -	$ -	$ -	$ 7,962	23,886
	At Risk Counselor	B.1	$ 2,985	$ 2,986	$ 2,986	$ -	$ -	$ -	$ -	$ 2,986	11,943
	At Risk Counselor	E.2	$ 2,985	$ 2,986	$ 2,986	$ -	$ -	$ -	$ -	$ 2,986	11,943
	Technician--Faculty Innovation	B.3	$ -	$ -	$ -	$ -	$ -	$ 5,971	$ 5,972	$ -	11,943
	Faculty Coordinator	B.3				$ 1,493	$ 1,493	$ 1,493	$ 1,493		5,972
	Faculty Coordinator-First Year Experienc	C.1	$ 1,492	$ 1,493	$ 1,493	$ 1,493	$ 1,493	$ 1,493	$ 1,493	$ 1,493	11,943
	Retention/Completion Counselor	E.2	$ 4,777	$ 4,777	$ 4,777	$ -	$ -	$ -	$ 4,777	$ 4,778	23,886
	Subtotal		$ 52,049	$ 52,052	$ 12,242	$ 10,948	$ 2,986	$ 16,919	$ 21,699	$ 52,053	**$ 220,948**

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	On Course Training	C.2	$ -	$ -	$ 16,666	$ -	$ 16,667	$ 16,667	$ -	$ -	50,000
	Math Professional Development	D.1	$ -	$ -	$ 3,333	$ -	$ 3,333	$ 3,334	$ -	$ -	10,000
	Reading Apprenticeship training	D.2	$ -	$ -	$ 2,500	$ -	$ 2,500	$ 2,500	$ -	$ 2,500	10,000
	WomenTech Educators Training	E.7	$ -	$ -	$ -	$ -	$ 6,666		$ 6,667	$ 6,667	20,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ 22,499	$ -		$ 22,501		$ 9,167	$ 90,000
	Grand Total		$ 200,240	$ 187,910	$ 93,387	$ 51,814	$ 16,415	$ 103,186	$ 96,098	$ 206,869	$ 1,163,149

4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Instructional Supplies	A-E	$ -	$ -	$ -	$ -	$ -	$ -	$ 50,000	$ -	50,000
	Non-instructional Supplies	A-E	$ 6,000	$ 6,000	$ -	$ 1,000	$ 6,000	$ 6,000	$ 15,507	$ 6,000	46,507
	Copying and Printing	A-E	$ 2,000	$ 500	$ -	$ 100	$ 1,000	$ 500	$ 450	$ 450	5,000
	Food	A-E	$ 3,000	$ -	$ -	$ 2,000	$ -	$ 2,000	$ -	$ 3,000	10,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ 11,000	$ 6,500	$ -	$ 3,100		$ 8,500		$ 9,450	**$ 111,507**

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

The overall goal of this Plan is to narrow any gaps from disproportionate impact studies. The Equity committee will determine a schedule for activity constituents to report whether or not they are moving towards achieving the goal of their area. A suggested timeline would be for activity constituents to report their progress to the Equity committee at the end of each semester. The process followed will be one of "Action Research" (i.e., administer the intervention, collect data, adjust, re-administer). The committee will summarize the activity reports into a general report that will be disseminated and discussed in a meeting to key constituents of the Academic Senate, College Planning Council, Outcomes and Assessment committee, departments, schools, president's cabinet, Institutional Effectiveness committee, Educational Master Plan committee, Assessment of Planning and Outcomes subcommittee, and the Board of Trustees.

Attachments

GENERAL INFORMATION AND INSTITUTIONAL REQUIREMENTS: The following crosswalk of Student Equity indicators, potential data sources, title 5 citations, and institution-wide, instructional and/or student services-related prompts is intended as an aid to student equity planning committees. The prompts are intended to stimulate conversation and investigation into areas where disproportionate impact may be affecting student success. The Chancellor's Office does not intend that every college address each prompt or that the list is in any way comprehensive. Committees should feel free to add to or change research prompts or questions as appropriate.

POTENTIAL DATA SOURCES	STUDENT EQUITY AND SSSP RELATED TITLE 5 SECTIONS	INSTITUTION-WIDE PROMPTS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
• Student Success Scorecard • DataMart • Data on Demand • Basic Skills Tracker • Transfer Velocity Project • **CCCGIS Collaborative:** California Community College District Boundaries Map • Student Success Task Force Recommendations • Student Equity: From Dialog and Access to Action Student Support (Re)defined • Basic Skills as a Foundation for Student Success in California Community Colleges • Ensuring Equitable Access And Success: A Guide To Assessment	**G-1:** Each district governing board shall adopt and maintain a student equity plan for each college to include research, goals, activities, fund sources, evaluation schedule, and executive summary addressing access, course completion, ESL and basic skills completion, degree and certificate completion and transfer for: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. (54220 and 51026) **G-2:** "Disproportionate impact" is a condition where access to key resources and support or	• Is there recognition among campus leadership that student equity is important? • What organization(s), or committee(s) is responsible for ongoing planning and monitoring of student equity? • What are the institution's strengths in addressing student equity? • What are related questions posed in the Student Support (Re)defined study that support student equity and success at the college? • Does the college have structures and processes in place to engage faculty, administrators, and staff in an ongoing and intentional examination of student equity? Does it provide a cycle for improvement? • Should the college examine equity issues institution-wide or take a targeted approach, such as in a particular major, or department? What are the priority areas and or indicators to address?	• How can curricular and instructional design, assessment, & evaluation processes be modified to improve student equity? • How can tenets from the *Basic Skills as a Foundation for Student Success in California Community Colleges* report be used to support equity? • What resources can be allocated to develop systemic & institutional capacity for the analysis and inquiry of teaching and curriculum? • What professional	• Which questions posed in the report, *Ensuring Equitable Access And Success: A Guide To Assessment And Mitigating Disproportionate Impact In SSSP* could guide us in improving student equity? • What resources can be allocated to develop systemic and institutional capacity for the analysis and inquiry of student support services?

And Mitigating Disproportionate Impact In SSSP • Guidelines for Measuring Disproportionate Impact in Equity Plans	academic success may be hampered by inequitable practices, policies and approaches to student support or instructional practices affecting a specific group. (55502) **G-3:** Each district or college shall establish a program of institutional research for the ongoing evaluation of the services funded through SSSP and use the results as basis for continuous improvement. (55512) **G-4:** Student success is supported by well-coordinated and evidence-based student and instructional services to foster academic success. (55500) **G-5:** Describe the process to identify students at risk for academic and progress probation and the college's plan for referral to appropriate intervention services and coordination with the college's Student Equity Plan. (55510)	• What are campus policies and practices in this/these chosen focus area(s)? • If the college is designated as a Hispanic-Serving Institution does it promote that fact on its web site and in other student centered communications? • Does the college publicly promote programs and support for African American, Hispanic, Disabled or other targeted groups?	development is available to college faculty, staff and administrators to help increase awareness of and effect changes in practices that support equity?	

Student Equity Plan Indicators	Potential Data Sources	Title 5 Sections	Instructional Prompts	Student Services Prompts
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. This is frequently calculated as a participation rate.	**Scorecard – COLLEGE PROFILE:** Description of the student population and course sections offered in 2011-12. US Census data **CCCGIS Collaborative:** California Community College District Boundaries Map	**A-1:** Increase California community college student access and success through the provision of core matriculation services. (55000) **A-2:** Ensure that Assessment/ Placement services do not have disproportionate impact. (55522) **A-3:** Ensure assessment test processes do not exclude any otherwise eligible person from admission. (55522) **A-4:** SSSP services for students who are disadvantaged by economic, social and educational status shall be appropriate	**Assessment** Have instructional faculty facilitated discussions with non-instructional faculty about multiple measures; expanding the use and informing students about such measures? **Outreach** Is there sufficient outreach to faith based and community leaders of student groups that are not accessing or persisting in college coursework? Is there sufficient outreach to connect students to CTE programs? **Scheduling** Are key courses offered at times and in formats that fit the needs of target student groups? Are there sufficient numbers of sections offered each term? **Alignment** Is there an appropriate bridge linking regional Adult Education offerings such as GED completion and	**Admissions:** Are certain student groups more likely to register for classes after the start of the term? Are specific student groups more likely to apply for admission after the application deadline? **Priority Enrollment** Are all student ethnic/gender groups equally likely to receive priority enrollment? What actions can be taken to improve equity in priority enrollment? Which groups need targeted outreach and/or attention? **Orientation** Among students who receive orientation, is any student group less likely to enroll in the subsequent or concurrent term than the reference group? **Assessment** Among students who receive assessment services, is there any group of student more likely to experience disproportionate impact in placement into basic skills? Do assessment test processes exclude any otherwise eligible person from admission? **Ed Planning & Counseling:** Are all student groups equally like to receive an abbreviated education plan in a timely manner? Comprehensive education plan for their intended major? How early during their

Student Equity Plan Indicators	Potential Data Sources	Title 5 Sections	Instructional Prompts	Student Services Prompts
		to their needs, and colleges shall make modifications as necessary. (55526)	primary/secondary basic skills to credit course offerings? Are certain student groups represented at disproportionately high rates in basic skills English, math, reading or ESL?	enrollment? What advising resources are available to students, and are students taking advantage of them? Do all student groups access counseling at similar rates? If not, what can be done to improve access to counseling? Are certain counseling services or hours more essential to the success of certain groups more than others? ***Accommodations:*** Are accommodations for high need students being adequately provided so that students can receive SSSP services when they need them?

Student Equity Plan Indicators	Potential Data Sources	Title 5 Sections	Instructional Prompts	Student Services Prompts
B. Course Completion *The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.*	"Course completion" data as defined and available on CCCCO DataMart **Scorecard - PERSISTENCE:** Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. **Scorecard - 30 UNITS:** Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at	**B-1:** Conduct research into any disproportionate impact of prerequisites or co-requisites and if discovered, develop and implement a plan to correct it. (55003) **B-2:** Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in establishing goals and a course of study. (55523) **B-3:** Help students develop comprehensive education plans to meet student needs and interests that also satisfy program requirements for EOPS, DSPS, CalWORKs, Veterans, Athletes, etc. and avoid duplicate plans. (55524) **B-4:** Evaluate academic progress of, and provide support services to, at risk students. (55525) **B-5:** Monitor academic progress to detect early signs of academic difficulty and provide specialized services and curricular offerings. (55525)	**Prerequisites** • Does the student population enrolling in the target course differ significantly pre- and post-prerequisite? • Which student groups are successfully completing the proposed prerequisite and target course? **Coordination** • Does the college have a student success committee or other governance structure to allow for instructional and counseling faculty engagement regarding instructional activities that contribute to student success? • How are instruction and student success tied to institutional effectiveness measures? How are they established and through what venue? How do they connect to instruction and student services? **Course and Program Alignment** • Are courses offered in the appropriate sequence? • Does the scorecard or other CCCCO data indicate any change in the number of students moving from under prepared to prepared? **Scheduling and Credit Accumulation** • Are there sufficient course offerings to ensure students have a bridge from basic skills to degree-applicable and/or transfer level courses? • Are courses scheduled during hours and days that meet student need and promote student success? • Are all student groups accumulating credits at	**Prerequisites** • Which student groups are enrolling in the proposed prerequisite and target course? • Among students who meet the prerequisite skill level, are certain student groups less likely to succeed in the course? **Ed Planning & Counseling** • See prompts under A. Access **Follow-up and Probation** • Are certain student groups more likely to end up on academic and/or progress probation at a disproportion-ate rate? Why? What actions can be taken to improve the likelihood that they do not?

Student Equity Plan Indicators	Potential Data Sources	Title 5 Sections	Instructional Prompts	Student Services Prompts
	least 30 units. Institutional probation data	**B-6:** Notify students who are at risk of losing Board of Governors Fee Waiver (BOGFW) eligibility due to probation for two consecutive terms. (55523) Provide appropriate counseling, advising or other education planning services to BOGFW students who are at risk of losing eligibility due to probation. (58621) **B-7:** Notify students who are at risk of losing enrollment priority due to being placed on academic or progress probation or due to exceeding a unit limit. (58108)	an appropriate rate? If not, at which milestones are students being lost? Which groups are being lost at a disproportionate rate? What can be done to improve rates for those groups? **Instructional Methods** • Does faculty employ a variety of instructional methods to accommodate student diversity? **Follow-up** • Are instructional support services provided (supplemental instruction, learning communities, embedded counseling & tutoring). Are these services increasing completion rates? • Are faculty making use of early alert and other alert processes to make appropriate referrals to tutoring and other support services?	

Student Equity Plan Indicators	Potential Data Sources	Title 5 Sections	Instructional Prompts	Student Services Prompts
C. ESL and Basic Skills Completion *The ratio of the number of students by population group who complete a degree-applicable course after having*	**CCCCO Basic Skills Cohort Tracker Tool:** Progress through sequence and completion of recognized milestones for ESL students **Scorecard -**	**C-1:** Provide follow-up services to evaluate the academic progress of, and provide support services to at risk students. (55520; 55525) **C-2:** Provide targeted follow-up services for at risk students and students enrolled in basic skills courses. (55525) **C-3:** Monitor academic progress to detect early signs of academic difficulty and provide specialized services or curricular offerings. (55525)	**Coordination** • Is developmental education a clearly stated institutional priority? **Scheduling and Credit Accumulation** • Are sufficient sections of basic skills English, Math and ESL offered to accommodate student need? Which courses are in greater demand than supply, that are negatively and disproportionately affecting target student groups? • Are courses scheduled during hours and days that meet student need and promote student	**Prerequisites** • Same as in B. **Assessment** • Are certain groups of students who place into basic skills courses less likely to be retained in the subsequent term at the college? • Among students who place into basic skills English,

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
completed the final ESL or basic skills course compared to the number of those students who complete such a final course.	**REMEDIAL:** Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline. Institutional probation data	**C-4:** Provide accommodations for students disadvantaged by economic, social, and educational status. (55526) **C-5:** Ensure SSSP services are accessible for English language learners and appropriate to their needs, including modified or alternative services for students enrolled in ESL programs. (55526) **C-6:** Provide appropriate counseling, advising or other education planning services to BOGFW students who are at risk of losing eligibility due to probation. (58621)	success? • Are student groups progressing through and succeeding in remedial math and English, at the same rates? If not, which groups are progressing at lower rates? Which group is the most essential to focus attention on? What can be done to improve their success rates? • Are ESL students less likely to realize their educational goals? **Instructional Methods** • Does developmental faculty employ a variety of instructional methods to accommodate student diversity? **Follow-up** • Are specialized instructional support services provided (e.g.: supplemental instruction, learning communities, embedded counseling and tutoring). Are these services increasing completion and success rates? • Does the faculty recognize their importance in providing timely feedback to students' progress so that students may mitigate barriers to their success in the course? • Is faculty making use of early alert and other academic alert processes to make appropriate referrals to tutoring and other support services? • Are faculty informed that students can be at risk of losing BOGW eligibility?	reading, math and ESL courses, is any group disproportionately less likely to enroll in and complete the next course in the sequence? • Among students who place into basic skills English, math or reading, are certain student groups disproportionately less likely to progress to transfer-level English or math? • What strategies and approaches have colleges successfully implemented to mitigate disproportionate impact in the assessment and placement process? **Follow-up and Probation** • Same as in B.

Student Equity Plan Indicators	Potential Data Sources	Title 5 Sections	Instructional Prompts	Student Services Prompts
D. Degree and Certificate Completion *The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/ advisor.*	**COMPLETION:** Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer-related outcomes. **CAREER TECHNICAL EDUCATION:** Percentage of students tracked for six years through 2011-12 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.	**D-1:** Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in the process of selecting an educational goal and course of study. (55523) **D-2:** Follow-up with students who have not identified an education goal and course of study and students who are on probation or facing dismissal. (55525) **D-3:** Once the student has identified a course of student and completed 15 semester or 22 quarter units of degree applicable coursework, provide the student the opportunity to develop a comprehensive education plan within a reasonable amount of time. (55531)	**Success and Achievement Gaps** • Are all student groups achieving degrees and certificates in similar ratios? If not, which groups are not? Which groups are the most important for the college to focus on? **Scheduling and Credit Accumulation** • Does the college's enrollment management ensure sufficient offerings for a student to complete a degree or certificate in a reasonable amount of time? • At which point in the credit accumulation process is the college most likely to have an impact in improving the number of students who achieve degrees or certificates from targeted groups. **Instructional Methods and Curriculum** • What instructional strategies or curricular redesign can be undertaken to improve success for the targeted group?	**Ed Planning & Counseling** • Is any student group disproportionately less likely to access counseling/advising services in a timely manner? • Are students who receive counseling/advising services more likely to be retained than students who do not receive services? • Are students who receive educational planning services more likely to succeed in their classes? **Follow Up and Probation** • Are certain groups of students less likely to be identified by early alert programs? • Are certain groups of students more likely to be placed on academic probation? • Are students who receive follow-up services more likely to be retained in the subsequent semester than students who do not receive follow-up services? • Are certain groups of students more likely to respond to an early alert by accessing services?

Student Equity Plan Indicators	Potential Data Sources	Title 5 Sections	Instructional Prompts	Student Services Prompts
	Institutional probation data			

Student Equity Plan Indicators	Potential Data Sources	Title 5 Sections	Instructional Prompts	Student Services Prompts
E. Transfer *The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.*	**CCCCO Transfer Velocity project data available on DataMart** **Scorecard - COMPLETION:** Percentage of degree and/or transfer-seeking students tracked for six years through 2012-13 who completed a degree, certificate or transfer related outcomes. Institutional probation data	**E-1:** Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in establishing goals and a course of study. (55523) **E-2:** Once the student has identified a course of study and completed 15 semester or 22 quarter units of degree applicable coursework, provide the student the opportunity to develop a comprehensive education plan within a reasonable amount of time. (55531)	**Scheduling and Credit Accumulation** • Does the college's enrollment management ensure sufficient offerings for a student to transfer in a reasonable amount of time? • At which point in the credit accumulation process is the college most likely to have an impact in improving the number of students who transfer from targeted groups? **Instructional Methods and Curriculum** • What instructional strategies or curricular redesign can be undertaken to improve transfer for the targeted group? **Course and Program Alignment** • Has the college initiated the required number of AA/AS – Transfer (AAT/AST) degree pathways? • Have instructional faculty discussed the role of local degrees that are the same as the AAT/ASTs? • Have instructional faculty engaged with faculty at receiving 4-year universities to assess whether their students are transfer-prepared? Has any plan or pipeline been established or explored? **Success and Achievement Gaps** • Are all student groups transferring in similar ratios? Are all student groups completing transfer degree pathways in	**Ed Planning & Counseling** • Same as in D. • Have counselors been included in the development and dissemination of AA/AS Transfer degree pathways? **Follow Up and Probation** • Same as in D.

Student Equity Plan Indicators	Potential Data Sources	Title 5 Sections	Instructional Prompts	Student Services Prompts
			similar ratios? If not, which groups are not? Which groups are the most important for the college to focus on?	

ATTACHMENT C: GUIDELINES FOR MEASURING DISPROPORTIONATE IMPACT IN EQUITY PLANS

CALIFORNIA COMMUNITY COLLEGES CHANCELLORS' OFFICE

AUGUST 2015 REVISION

INTRODUCTION AND REGULATORY AND STATUTORY REFERENCES

This document presents two methodologies to measure disproportionate impact for disaggregated subgroups within the California Community Colleges (CCC) student population. The two methodologies will be demonstrated using cohorts and outcomes from the California Community Colleges Chancellor's Office (CCCCO) Data Mart.

Disproportionate impact occurs when "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting." [Title 5 Section 55502(d)]

Colleges are directed to establish a program of institutional research for ongoing evaluation of its matriculation process to ensure compliance. Title 5 states that: " As part of this evaluation, all assessment instruments, methods or procedures shall be evaluated to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, districts shall determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact." [Title 5 Section 55512(a)]

The California Community Colleges Student Success Task Force "recommends that system-wide accountability efforts be updated to include the collecting and reporting of both the outcomes and the progression measures for the system, and for each college. These measures will be disaggregated by race/ethnicity to aid the system in understanding how well it is performing in educating those historically disadvantaged populations whose educational success is vital to the future of the state." (California Community Colleges Student Success Task Force, 2012, p. 7)

Education Code, Article 1.5. Student Equity Plans

78220.

(a) As a condition for receiving Student Success and Support Program funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college

district shall maintain a student equity plan that includes all of the following for each community college in the community college district:

(1) Campus-based research as to the extent of student equity by gender and for each of the following categories of students:

(A) Current or former foster youth.

(B) Students with disabilities.

(C) Low-income students.

(D) Veterans.

(E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

(i) American Indian or Alaska Native.

(ii) Asian.

(iii) Black or African American.

(iv) Hispanic or Latino.

(v) Native Hawaiian or other Pacific Islander.

(vi) White.

(vii) Some other race.

(viii) More than one race.

DATA ELEMENTS AND ANALYSIS

Two methodologies can be used to measure disproportionate impact – proportionality and the 80% Rule. Both methodologies compare a disaggregated subgroup's presence in a cohort to its corresponding presence in its related outcome group. Proportionality is recommended as a preferred methodology and is presented in the body of this document. The 80% Rule methodology can also be used if preferred, and is presented in the next section.

There are five success indicators outlined in the CCCCO Equity Plan with which to assess disproportionate impact:

- Access;
- Course completion;
- ESL and Basic Skills Completion;
- Degree and Certificate Completion; and
- Transfer.

The following six disaggregated student subgroups are specified in Senate Bill 680:

- Gender;
- Foster youth;
- Disability;
- Low-income;
- Veteran; and
- Race-ethnicity.

Data for some of the success indicators and student categories are available from two CCCCO sources: The Data Mart and Data on Demand. The Data Mart is fully available to the public and provides information about students, courses, student services, outcomes and faculty and staff. The purpose of the Data Mart is to answer the questions of administrators, educators, parents, students, state leaders, and professional organizations. Data on Demand provides the Scorecard data sets for researchers at the colleges and is password-protected. Specific steps to access data from the Data Mart and Data on Demand are detailed in the Data Procedures section.

Table One lists the success indicators and student categories available from the two data sources. Six of the eight success indicators presented below are contained in the CCCCO Scorecard. The Scorecard is the latest version of the Accountability Reporting for the Community Colleges (ARCC), the annual report produced by the California Community Colleges Chancellor's office to meet the requirements of Assembly Bill 1417. This performance measurement system contains a set of success indicators for the system and its colleges.

Scorecard success indicators - available from Data on Demand - include Remedial English, Remedial ESL, Remedial Math, and Completion. Subcomponents of the Scorecard Completion outcome are available for analysis: 1) certificates awarded, 2) degrees awarded, and 3) transfer to a four-year college. The Scorecard methodology is available here. The Data-On-Demand file layouts are available here.

Two success indicators – Course Retention and Success and Transfer Velocity – are systemwide indicators available from the Data Mart .

There are no CCCCO data sources for the Access indicator.

Table 1. CCCCO Data Sources for Student Categories and Success Indicators

Success Indicator	Student Category					
	Gender	**Ethnicity**	**Foster Youth**	**Disabled**	**Low-Income**	**Veterans**
Course Completion	DM[a] Course Retention/ Success Rate	DM Course Retention/ Success Rate				
	DOD[b] Scorecard Remedial English	DOD Scorecard Remedial English		DOD Scorecard Remedial English	DOD Scorecard Remedial English	
	DOD Scorecard Remedial ESL	DOD Scorecard Remedial ESL		DOD Scorecard Remedial ESL	DOD Scorecard Remedial ESL	
	DOD Scorecard Remedial Math	DOD Scorecard Remedial Math		DOD Scorecard Remedial Math	DOD Scorecard Remedial Math	
Degree and Certificate Completion	DOD Scorecard Completion (Associate Degree)	DOD Scorecard Completion (Associate Degree)		DOD Scorecard Completion (Associate Degree)	DOD Scorecard Completion (Associate Degree)	
	DOD Scorecard Completion (Certificate)	DOD Scorecard Completion (Certificate)		DOD Scorecard Completion (Certificate)	DOD Scorecard Completion (Certificate)	
Transfer	DM Transfer Velocity	DM Transfer Velocity		DM Transfer Velocity	DM Transfer Velocity	
	DOD Scorecard Completion (Transfer)	DOD Scorecard Completion (Transfer)		DOD Scorecard Completion (Transfer)	DOD Scorecard Completion (Transfer)	

[a] Data Mart

[b] Data-On-Demand

PROPORTIONALITY METHODOLOGY

Calculating disproportionality for Disaggregated Ethnicity Subgroups Using the Transfer Rate.

The proportionality methodology will be demonstrated using transfer rate disaggregated by ethnicity. All other proportionality calculations are performed similarly with counts and percentages of subgroups in the cohort and outcome groups.

The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group**.** The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

Table 2. Proportionality Index Interpretation

Proportionality Index	Interpretation
1.0	Proportions of subgroups are equal.
Less Than 1.0	Subgroup is less prevalent in the outcome group.
More Than 1.0	Subgroup is more prevalent in the outcome group.

Transfer rates were obtained from the CCCCO Data Mart Transfer Velocity metric. Table Three presents the counts and percentages of the initial student cohort beginning in Academic Year 2008-09 (column "Cohort Count") who were then tracked for six years. The counts in the column "Transfer Count" are the numbers of students from the cohorts who transferred to a four-year college anytime within those six years. Filipino counts are counted within the "Asian" ethnicity category.

Table 3. Ethnic Proportionality of Successful Transfer

Ethnicity	Cohort Count	Cohort Percentage	Transfer Count	Transfer Percentage	Proportionality
African-American	7,490	0.05398	2,566	0.04875	0.90
American Indian/Alaskan Native	1,079	0.00778	314	0.00597	0.77

Asian	21,674	0.15620	10,765	0.20453	1.31
Hispanic	43,329	0.31226	12,662	0.24057	0.77
Multi-Ethnicity	29	0.00021	12	0.00023	1.09
Pacific Islander	1,303	0.00939	452	0.00859	0.91
Unknown	15,185	0.10943	6,034	0.11464	1.05
White Non-Hispanic	48,671	0.35076	19,828	0.37672	1.07
Total	138,760	1.00000	52,633	1.00000	

Bensimon and Malcom-Piqueux (2014) specified a cutoff of 0.85 to identify performance below equity when proportionality is used as a performance measure.

Based on a cutoff of 0.85, there is disproportionate impact in transfer rate among two ethnic subgroups: American Indian/Alaskan Native and Hispanic.

REFERENCES

Bensimon, E.M., & Malcom-Piquex, L. (2014, March). Assessing Hispanic-Servingness at HSIs. Presented at The Academic Success of Hispanics Conference, American Association of Hispanics in Higher Education.

California Community Colleges Student Support Task Force (2012). *Advancing student success in the California Community Colleges: Recommendations of the California Community Colleges Student Success Task Force*.

The RP Group (2013). *Assessing and Mitigating Disproportionate Impact in Matriculation Services* by Rogeair Purnell and Bri Hayes.

Uniform Guidelines on Employee Selection Procedures (1978); 43 FR 38295, (August 25,1978); 29 CFR Part 1607.

80% RULE METHODOLOGY

The 80% Rule methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was use in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

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

The 80% Rule methodology will be demonstrated using transfer rate disaggregated by ethnicity. All other 80% Rule calculations are performed similarly with counts of subgroups in the cohort and outcome groups.

Transfer rates were obtained from the CCCCO Data Mart Transfer Velocity metric. Table One presents the counts and transfer percentages of the student cohorts beginning in Academic Year 2008-09 who were then tracked for six years.

In Table One, the counts in the column "Transfer Count" are the numbers of students from the cohorts who transferred to a four-year college anytime within those six years. Filipino counts are counted within the "Asian" ethnicity category.

Table 1. Transfer Rate Disaggregated by Ethnic Subgroup

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage
African-American	7,490	2,566	0.34
American Indian/Alaskan Native	1,079	314	0.29
Asian	21,674	10,765	0.50

Hispanic	43,329	12,662	0.29
Multi-Ethnicity	29	12	0.41
Pacific Islander	1,303	452	0.35
Unknown	15,185	6,034	0.40
White	48,671	19,828	0.41
Total	138,760	52,633	0.38

Using this methodology, the percentage of each disaggregated subgroup attaining the desired outcome (i.e., transfer percentage) is calculated by dividing the transfer frequency into the cohort frequency (Table One). The second step of the methodology compares the transfer percentage of each non-reference disaggregated subgroup to the transfer percentage of a reference subgroup. The 80% Rule index is calculated by dividing the transfer percentage of a non-reference subgroup into the transfer percentage of the reference subgroup. A result of less than 80 percent is considered evidence of a disproportionate impact.

The 80% Rule methodology requires that a reference group be designated against which the performances of all other disaggregated subgroups are compared. The methodology was devised in 1987 to identify disparate impact on hiring across ethnic categories. At that time the largest subgroup – Whites – was also disproportionately hired at higher rates. When these conditions hold - the largest subgroup is also most likely to be the highest percentage in the outcome condition – then the 80% Rule methodology is useful.

When these conditions do not hold the 80% Rule is less useful. For example, in the case of transfer the highest performing group – Asians – is not the largest group. Relatedly, the largest ethnic subgroup - Whites – is not the highest performing subgroup. One is then faced with a conundrum: Should the reference group be the largest or the highest performing? The reference group choice can have a dramatic effect on which ethnic subgroups fall below the 80-percent cutoff. Some researchers use the overall rate as the reference group in this case.

Tables Two through Four present the 80% Rule calculations using three different reference groups: the highest performing, the largest, and the overall rate.

Table 2. 80-Percent Index With Highest Performing Reference Group (Asian)

Ethnicity	Cohort	Transfer	Transfer Percentage	80-Percent Index

	Count	Count		
African-American	7,490	2,566	0.34	0.69
American Indian/Alaskan Native	1,079	314	0.29	0.59
Asian	**21,674**	**10,765**	**0.50**	**1.00**
Hispanic	43,329	12,662	0.29	0.59
Multi-Ethnicity	29	12	0.41	0.83
Pacific Islander	1,303	452	0.35	0.70
Unknown	15,185	6,034	0.40	0.80
White	48,671	19,828	0.41	0.82
Total	138,760	52,633	0.38	

Table 3. 80-Percent Index With Largest Reference Group (White)

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage	80-Percent Index
African-American	7,490	2,566	0.34	0.84
American Indian/Alaskan Native	1,079	314	0.29	0.71
Asian	21,674	10,765	0.50	1.22
Hispanic	43,329	12,662	0.29	0.72
Multi-Ethnicity	29	12	0.41	1.02
Pacific Islander	1,303	452	0.35	0.85
Unknown	15,185	6,034	0.40	0.98
White	**48,671**	**19,828**	**0.41**	**1.00**
Total	138,760	52,633	0.38	

Table 4. 80-Percent With Overall Rate Reference Group

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage	80-Percent Index
African-American	7,490	2,566	0.34	0.90
American Indian/Alaskan Native	1,079	314	0.29	0.77
Asian	21,674	10,765	0.50	1.31
Hispanic	43,329	12,662	0.29	0.77
Multi-Ethnicity	29	12	0.41	1.09
Pacific Islander	1,303	452	0.35	0.91
Unknown	15,185	6,034	0.40	1.05
White	48,671	19,828	0.41	1.07
Total	**138,760**	**52,633**	**0.38**	**1.00**

Using the highest-performing subgroup (Table Two) as the reference creates the largest number of ethnicities below the 80-percent cutoff: African-American, American Indian/Alaskan Native, Hispanic, and Pacific-Islander. Using the largest ethnic subgroup (Table Three) or the overall rate (Table Four) place the same ethnicities below the 80-percent cutoff: American Indian/Alaskan Native and Hispanic.

ATTACHMENT D: DATA PROCEDURES

Course Completion

1. Access the CCCCO Data Mart.
2. Under the "Outcomes" heading, click on "Enrollment Retention and Success Rate."
3. From the "Select State-District-College" drop down list, select "Collegewide Search."
4. From the "Select District-College" drop down list, select your college.
5. From the "Select Term" drop down list, select a term. Often, the most recent fall term is selected as a representative term. You may want to combine several to terms to obtain academic year counts.
6. From the "Select Program Type" drop down list, select "All TOP Codes."
7. From the "Select Instruction Method" drop down list, select "All."
8. Click the "View Report" button.
9. Under the "Report Format Selection Area" heading toward the bottom of the web page, select the "Course Status" most applicable to your analysis. It is recommended that you select only one type of course status to simplify the subsequent processing. You may select one or more of the course statuses and report them separately or combine them into one cohort.
10. Gender. Also under the "Report Format Selection Area" heading in the lower left of the page, check the "Gender" option under the "Demographic Options" heading.
11. Click the "Update Report" button to the lower right of the web page.
12. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
13. Open the Excel file when completed to examine, and save as an Excel file.
14. Deselect the "Gender" option under the "Demographic Options" heading.
15. Ethnicity. Check the "Ethnicity" option under the "Demographic Options" heading.
16. Click the "Update Report" button.
17. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
18. Open the Excel file when completed to examine, and save as an Excel file.
19. For each of the saved files, calculate the percentages of each subgroup in the original cohort and the percentages of each subgroup in the outcome group.
20. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Remedial English

1. Access the Research, Analysis & Accountability web page.
2. Click the "Data on Demand" button on the lower left of the web page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.

7. From the “Select File Type” drop down list select “Remedial English.”
8. In the “Select Report Year” drop down list the system defaults to “2015.”
9. Click the “Create Text File” button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of ‘2008-2009’;
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the “GENDER” data element:
        i. “F’ = ’Female’;
        ii. ‘M’ = ‘Male; and
        iii. ‘X’ = ‘Unknown.
    b. To create the ethnicity subgroups, use the “RACE” data element with the following labels:
        i. ‘A’ ,’F’ = ‘Asian’;
        ii. ‘B’ = ‘African American’;
        iii. ‘H’ = ‘Hispanic’;
        iv. ‘N’ = ‘American Indian/Alaskan Native’;
        v. ‘P’ = ‘Pacific Islander’;
        vi. ‘T’ = ‘Two Or More Races’;
        vii. ‘W’ = ‘White’; and
        viii. ‘X’ = ‘Unknown’;
    c. For the disabled subgroup, use the “DSPS” data element:
        i. ‘Y’ = ‘Yes’; and
        ii. ‘N’ = ‘No.’
    d. To create the low-income subgroup, use the “ECON_DIS” data element:
        i. ‘Y’ = ‘Yes’; and
        ii. ‘N’ = ‘No.’
14. Crosstabulate each of the disaggregated subgroups with the data element “DEGREE_APP.”
    a. If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the “Outcome” group.
    c. Calculate the percentages of each subgroup in the “Outcome” group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

<u>Remedial ESL</u>

1. Access the Research, Analysis & Accountability web page.
2. Click the “Data On Demand” button on the lower left of the web page.
3. Enter your “User Name” and “Password” and click “LOGIN.” (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data On Demand.)

4. Click the “Accountability” tab.
5. Click the “Scorecard” option on the selection bar.
6. From the “Select College” drop down list, select the college of your choice.
7. From the “Select File Type” drop down list select “Remedial ESL.”
8. In the “Select Report Year” drop down list the system defaults to “2015.”
9. Click the “Create Text File” button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of ‘2008-2009’;
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the “GENDER” data element:
        i. “F’ = ’Female’;
        ii. ‘M’ = ‘Male; and
        iii. ‘X’ = ‘Unknown.
    b. To create the ethnicity subgroups, use the “RACE” data element with the following labels:
        i. ‘A’,’F’ = ‘Asian’;
        ii. ‘B’ = ‘African American’;
        iii. ‘H’ = ‘Hispanic’;
        iv. ‘N’ = ‘American Indian/Alaskan Native’;
        v. ‘P’ = ‘Pacific Islander’;
        vi. ‘T’ = ‘Two Or More Races’;
        vii. ‘W’ = ‘White’; and
        viii. ‘X’ = ‘Unknown’;
    c. For the disabled subgroup, use the “DSPS” data element:
        i. ‘Y’ = ‘Yes’; and
        ii. ‘N’ = ‘No.’
    d. To create the low-income subgroup, use the “ECON_DIS” data element:
        i. ‘Y’ = ‘Yes’; and
        ii. ‘N’ = ‘No.’
14. Crosstabulate each of the disaggregated subgroups with the data element “DEGREE_APP.”
    a. If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the “Outcome” group.
    c. Calculate the percentages of each subgroup in the “Outcome” group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

<u>Remedial Math</u>

1. Access the Research, Analysis & Accountability web page.
2. Click the “Data on Demand” button on the lower left of the web page.

3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Remedial Math."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009';
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.'
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A','F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
14. Crosstabulate each of the disaggregated subgroups with the data element "DEGREE_APP."
    a. If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
    c. Calculate the percentages of each subgroup in the "Outcome" group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

<u>Associate Degree</u>

1. Access the Research, Analysis & Accountability web page.
2. Click the "Data on Demand" button on the lower left of the page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Completion."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009'.
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A','F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
14. Crosstabulate each of the disaggregated subgroups with the data element "AA_FLAG."
    a. If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.
    c. Calculate the percentages of each subgroup in the "Outcome" group.
16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Certificate

1. Access the Research, Analysis & Accountability web page.
2. Click the "Data on Demand" button on the lower left of the page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Completion."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009'.
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A','F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
14. Crosstabulate each of the disaggregated subgroups with the data element "CERT_FLAG."
    a. If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.
    b. Select the students in the initial cohort who achieved the outcome; these students constitute the "Outcome" group.

c. Calculate the percentages of each subgroup in the "Outcome" group.

16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Transfer

Data Mart Transfer Velocity:

1. Access the CCCCO Data Mart.
2. Under the "Outcomes" heading, click on "Transfer Velocity."
3. From the "Select State-District-College" drop down list, select "Collegewide Search."
4. From the "Select District-College" drop down list, select your college.
5. From the "Select Cohort Year" drop down list, select a cohort year.
6. From the "Select Years to Transfer" drop down list, select the number of years you want to use for the measurement period.
7. Click the "View Report" button.
8. Gender. Under the "Report Format Selection Area" heading, check the "Gender" option under the "Demographic Options" heading.
9. Click the "Update Report" button to the lower right of the web page.
10. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
11. Open the Excel file when completed to examine, and save as an Excel file.
12. Deselect the "Gender" option under the "Demographic Options" heading.
13. Ethnicity. Under the "Report Format Selection Area" heading, check the "Ethnicity" option under the "Demographic Options" heading.
14. Click the "Update Report" button.
15. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
16. Open the Excel file when completed to examine, and save as an Excel file.
17. Deselect the "Ethnicity" option under the "Demographic Options" heading.
18. Disabled. Select the "Disabled Students Programs & Services (DSPS)" option under the "Special Category" heading.
19. Click the "Update Report" button.
20. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
21. Open the Excel file when completed to examine, and save as an Excel file.
22. Dichotomize the variable by combing all types of disability into one count as "Yes" and use the row indicating nonparticipation for "No."
23. Deselect the "Disabled Students Programs & Services (DSPS)" option under the "Special Category" heading.
24. Low-Income. Select one of the three financial aid options under the "Special Category" heading to use as a proxy for low-income status.
25. Click the "Update Report" button.
26. Once the report is completed, select the "Excel" radio button and click the "Export To" button.
27. Open the Excel file when completed to examine, and save as an Excel file.
28. Dichotomize the variable by combing all types of financial aid into one count as "Yes" and use the row indicating nonparticipation for "No."
29. For each of the saved files, calculate the percentages of each subgroup in the original cohort and the percentages of each subgroup in the outcome group.

30. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

Data-On-Demand Scorecard Completion Transfer Subcomponent:

1. Access the Research, Analysis & Accountability web page.
2. Click the "Data On Demand" button on the lower left of the page.
3. Enter your "User Name" and "Password" and click "LOGIN." (Personnel in the research unit at each college have these. The Chief Information Systems Officer at the college designates staff with access to Data on Demand.)
4. Click the "Accountability" tab.
5. Click the "Scorecard" option on the selection bar.
6. From the "Select College" drop down list, select the college of your choice.
7. From the "Select File Type" drop down list select "Completion."
8. In the "Select Report Year" drop down list the system defaults to "2015."
9. Click the "Create Text File" button.
10. Open the file to examine and save as a text file.
11. Import the text file into Excel, SPSS, SAS or other application for analysis.
12. Select records with a Cohort Year of '2008-2009'
13. Define the disaggregated subgroups:
    a. To define the gender subgroup, use the "GENDER" data element:
        i. "F' = 'Female';
        ii. 'M' = 'Male; and
        iii. 'X' = 'Unknown.
    b. To create the ethnicity subgroups, use the "RACE" data element with the following labels:
        i. 'A','F' = 'Asian';
        ii. 'B' = 'African American';
        iii. 'H' = 'Hispanic';
        iv. 'N' = 'American Indian/Alaskan Native';
        v. 'P' = 'Pacific Islander';
        vi. 'T' = 'Two Or More Races';
        vii. 'W' = 'White'; and
        viii. 'X' = 'Unknown';
    c. For the disabled subgroup, use the "DSPS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
    d. To create the low-income subgroup, use the "ECON_DIS" data element:
        i. 'Y' = 'Yes'; and
        ii. 'N' = 'No.'
14. Crosstabulate each of the disaggregated subgroups with the scorecard metric "XFER_FLAG.
    a. If the crosstabulated cell sizes are too small for reliable conclusions, you can combine cohort years into one sample.
15. Calculate the percentages:
    a. Calculate the percentages of each subgroup (i.e., gender, age group, and ethnicity) in the initial cohort.

b. Select the students in the initial cohort who achieved the outcome; these students constitute the “Outcome” group.
c. Calculate the percentages of each subgroup in the “Outcome” group.

16. Use these percentages to calculate proportionality or the 80% Rule index as outlined in this document.

ATTACHMENT E: PERCENTAGE POINT GAP METHODOLOGY

The percentage point gap methodology **compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of *all* students who succeed in the same outcome.** Percentage point gap measurements are calculated by subtracting the all student average success rate (%) from the success rate (%) of a disaggregated subgroup in the same outcome. The resulting 'percentage point gap' will have a - / + designation that signals whether or not the disaggregated subgroup is experiencing a rate that is lower (-) or higher (+) than the all student average (*Quick note: The all student group rate is subtracted from the disaggregated subgroup to avoid outcomes in which positive values represent a gap and negative values represent equal or higher success*).

According to this methodology, a '-3 percentage point gap or greater' is evidence of a disproportionate impact. Though this, much like the 80% rule, is an arbitrary designation, it serves as a reasonable strategy for identifying unequal outcomes that would benefit from further discussion, which should include the following considerations. First, ***the number of students impacted***: a campus may prioritize a smaller percentage point gap that is calculated for a student group with more than 100 students over a larger percentage point equity gap calculated for a student group with fewer than 10 students. This is because rates calculated using smaller numbers will be subject to greater variability and it may make sense to prioritize a gap that impacts a greater number of students. Second, ***the disaggregated subgroup's proportion of the total population*****:** The larger the proportion a subgroup represents of the total population, the more similar their success rate will be to the all student average. In this instance, campuses should consider comparing the all student success rate (as well as the subgroup's) with the success rates at comparable institutions or systems.

The percentage point gap methodology is demonstrated below using transfer rate data disaggregated by ethnicity. Other percentage point gap calculations are performed similarly with the counts of subgroups in the cohort and outcome groups.

Transfer rates were obtained from the CCCCO Data Mart Transfer Velocity metric. Table One presents the counts and transfer percentages of the student cohorts beginning in Academic Year 2008-09 who were then tracked for six years.

Table One presents the results of a percentage point gap analysis. In the table, the counts in the column "Transfer Count" are the numbers of students who transferred to a four-year institution anytime within those six years. Filipino counts are counted within the "Asian" ethnicity category.

Table 1. Transfer Rate Disaggregated by Ethnic Subgroup

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage
African-American	7,490	2,566	34%
American Indian/Alaskan Native	1,079	314	29%
Asian	21,674	10,765	50%
Hispanic	43,329	12,662	29%
Multi-Ethnicity	29	12	41%
Pacific Islander	1,303	452	35%
Unknown	15,185	6,034	40%
White	48,671	19,828	41%
Total	138,760	52,633	38%

Using this methodology, the percentage of each disaggregated subgroup attaining the desired outcome (i.e., transfer percentage) is calculated by dividing the transfer frequency into the cohort frequency (Table One). The second step of the methodology compares the transfer percentage of each non-reference disaggregated subgroup to the transfer percentage of all students.

The 'Percentage Point Gap' column is calculated by subtracting the transfer rate for all students (38%) from the transfer rate of each disaggregated subgroup. For example, the percentage point gap for Asians is calculated by subtracting 38 from 50, which equals +12. This indicates that Asians experience transfer rates that are 12 percentage points above the overall transfer rate for all students. In this example, African-Americans, American Indians/Alaskan Natives, Hispanics, and Pacific Islanders experience gaps that are 3 percentage points or more below the overall transfer rate for all students, indicating that there are disparities in this area.

Table 2. Transfer Rate Disaggregated by Ethnic Subgroup

Ethnicity	Cohort Count	Transfer Count	Transfer Percentage	Percentage Point Gap
African-American	7,490	2,566	34%	-4
American Indian/Alaskan Native	1,079	314	29%	-9

Asian	21,674	10,765	50%	+12
Hispanic	43,329	12,662	29%	-9
Multi-Ethnicity	29	12	41%	+3
Pacific Islander	1,303	452	35%	-3
Unknown	15,185	6,034	40%	+2
White	48,671	19,828	41%	+3
Total	138,760	52,633	38%	

A strength of the percentage point gap measurement is that it allows users to calculate and communicate the number of students 'lost' relative to the all student (or another group's) average. For example, percentage point gap measurements can be translated to, "this gap would not have existed if 8 additional African American students had persisted to basic skills MAT 55." This statement makes it easier for the average person to immediately comprehend the magnitude of the gap, which is in contrast to proportional index measurements that are communicated as "African American students have a proportionality index gap of 0.89 in MAT 55."* It is important to note that the former language should not be misunderstood as a quota or goal, as it is neither. Instead, this language is a description of past data ("If 5 additional African American students *had succeeded*, *we would have experienced* equity") that measures the size of the gap in terms of number of students rather than rates. Another way to think of it is that it's the use of a different *measure* to describe the same gap, like describing an amount of liquid using liters instead of ounces.

* As highlighted here, the Proportionality Index (and other proportionality or share based measurements) does not easily allow the translation to numbers as the math starts to get complicated and would require unrealistic assumptions (e.g., only one target group can see an increase in the outcome measure, so that the total number of students achieving the outcome only increases by the number of additional students in the one target population. Problems then emerge if following the same process with a different subgroup.)