

College of the Desert Student Equity Plan 2025-28

Executive Summary

The College of the Desert's 2025-28 Student Equity Plan was created by a representative group of faculty, staff, and leadership who sought out and received input from students through the Associated Students of College of the Desert.

The workgroup reviewed the 2022-25 Student Equity Plan and the new disproportionate impact (DI) data provided by the Chancellor's Office. Based on this information, the workgroup identified specific populations of students to focus on in the 2025-28 Student Equity plan:

- Successful enrollment for Black or African American students
- Completion of transfer-level English and math in the first year for Hispanic females
- Persistence from first primary term to second term for first-generation students
- Completion of certificates and degrees for male students
- Transfer to a four-year college or university for Hispanic students

The workgroup then developed targeted activities for eliminating DI and closing equity gaps for the groups listed above for the respective metrics.

Target Outcomes and Proposed Activities for 2025-28

Successful Enrollment

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

In order to increase the number of Black or African American students who successfully enroll, the college will identify high schools with a higher percentage of Black or African American students and embed counselor and staff support at those sites. Additionally, the college will hire staff members for the Black Student Success Center to support outreach to our K-12 partners and community. Lastly, the college will leverage and expand upon current and new partnerships to support Black or African American students with a mentorship program.

Completed Transfer-Level Math and English

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

The college will streamline pathways and scheduling for college-level math and English as well as create marketing material to inform students on the benefit of completing these in their first year. Additionally, the college will introduce embedded tutoring for both college-level math and English along with student success coaches to assist Hispanic Female students. Lastly, the college will work with faculty to explore faculty coordinators for both math and English. The faculty coordinators will create learning communities for college-level math and English as well as campus activities, fieldtrips and mentorships.

Persistence: First Primary Term to Secondary Term

First-generation students: The number of first-generation students who persist from their first primary term to their second term will increase by 10%.

The college will provide targeted outreach for first-generation college students to participate in the Fresh Success Program. In this program, students will receive case management support, wrap-around services, mentoring, and basic needs support. Additionally, the college will explore software that will help to identify students who are at risk of dropping or failing for intervention. Lastly, persistence teams will be created to specifically outreach to students who were enrolled in their first term but have yet to enroll in the subsequent term.

Completion

Male students: The number of male students who complete certificates and degrees will increase by 10%.

The college will enhance course accessibility and consistency by reviewing and adjusting the class schedule and offerings to better align with working male students. Additionally, the college will develop and administer a Male Student Readiness Survey to students before they begin their studies at COD to better inform the support we offer and course offerings. Lastly, the college will continue to partner with Gents Alliance for a robust male mentorship program and ensure specific support programs are accessible and utilized by male students.

Transfer

Hispanic students: The number of Hispanic students who transfer will increase by 10%.

The college will proactively identify students who are falling behind in transfer-level coursework to provide support and encouragement. Additionally, the college will explore a peer mentorship program with successful COD alumni or current university students with similar backgrounds to offer guidance, share experiences and build a sense of community. Lastly, the college will facilitate opportunities for COD faculty to connect with university faculty in their discipline to align expectations and foster a deeper understanding of transfer student needs.