Draft

Cañada College

Student Equity Plan

Table of Contents

Signature Page 5
Executive Summary 7
Mission 7
Analysis 7
Access 7
Successful Course Completion 8
ESL and Basic Skills Completion 8
Degree & Certificate Completion 9
Transfer 9
Goals 9
Resources 9
Contacts: 10
The Cañada College Committee for Student Equity 10
Timeline 10
Campus-Based Research 12
A. Access 12
B. Course Completion 16
C. ESL and Basic Skills Completion 21
D. Degree and Certificate Completion 27
E. Transfer 30
Goals and Activities 34
A. Access 34
Goal A. 34
Activity A.1 34
Activity A.2 34
Activity A.3 34
B. Course Completion 35
Goal B. 35
Activity B.1 35
Activity B.2 35

Activity B.3 35
Activity B.4 35
Activity B.5 35
C. ESL and Basic Skills Completion 36
Goal C. 36
Activity C.1 36
D. Degree and Certificate Completion 37
Goal D. 37
Activity D.1 37
Activity D.2 37
Activity D.3 37
Activity D.4 37
E. Transfer 38
Goal E. 38
Activity E.1 38
Activity E.2 (Same as D.2) 38
Activity E.3 (Same as D.2) 38
Activity E.4 (Same as D.2) 38
Budget 40
Evaluation Schedule and Process 42
A. Access 42
Goal A. 42
Activity A.1 42
Activity A.2 42
Activity A.3 42
B. Course Completion 43
Goal B. 43
Activity B.1 43
Activity B.2 43
Activity B.3 43
Activity B.4 43
Activity B.5 43

C. ESL and Basic Skills Completion 44
Goal C. 44
Activity C.1 44
D. Degree and Certificate Completion 45
Goal D. 45
Activity D.1 45
Activity D.2 45
Activity D.3 45
Activity D.4 45
E. Transfer 46
Goal E. 46
Activity E.1 46
Activity E.2 (Same as D.2) 46
Activity E.3 (Same as D.3) 46
Activity E.4 (Same as D.4) 46
Attachments 48

Signature Page

District: San Mateo Community Colleges District

Date Approved by Board of Trustees: November 15th, 2014

College President:

Dr. Larry Buckley

Vice President of Student Services:

Dr. Robin Richards

Vice President of Instruction:

Dr. Gregory Anderson

Academic Senate President:

Doug Hirzel

Student Equity Coordinator/Contact Person:

XXX

Executive Summary

Executive Summary

Cañada College, a Hispanic Serving Institution (HSI) located in Redwood City, provides educational opportunities for about 7000 students. The college provides multiple programs and services to ensure that each of its students had the opportunity to succeed, no matter what their backgrounds and goals may be. This commitment is expressed in the college mission:

Cañada College provides our community a learning-centered environment, ensuring students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career and technical, basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

The 2013-17 Student Equity Plan, an update to the previous Student Equity Plan of 2004-05, is one of many efforts by the college to fulfill the goal of providing quality education for all of its students. This Student Equity Plan is the result of the work of the Cañada College Committee for Student Equity with the support of the campus research office, administrators, campus leaders of programs and services, faculty and students. The plan is to be reviewed on an annual basis by the Committee for Student Equity in consultation with college participatory governance councils.

Mission

Cañada College welcomes all students, cherishes their diversity, and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. As part of this commitment, the Committee for Student Equity (CSE) will update the Cañada College Student Equity Plan in accordance with the California Code of Regulations Title 5, Section 54220, and will study, monitor, and make recommendations to appropriate college bodies regarding student equity issues and efforts.

Analysis

Upon reviewing the student equity data, the following observations were made:

Access

- Cañada College is underrepresented in both the Asian and white populations by 17% and 11% respectively.
- The college is overrepresented in the Hispanic population by 18% as compared to our service area population.
- To maintain our status as a Hispanic Service Institution (HSI), the college needs to maintain 25% of Hispanic enrollment.
- Cañada College offers about 90% of non basic skills courses/sections and 10% ESL and basic skills courses/sections (7% Non ESL courses/sections and 3% ESL courses/sections).

- **Hispanic** (22%) and **black** (13%) students have **the highest course enrollments** in **basic skills** (including ESL and not ESL).

Successful Course Completion

Retention Rate

- Pacific Islander, **Hispanic** (82%), **and black** (77%) students consistently **underperform** the **College** (84%), especially black students.
- Black students underperform by 7%.
- **Asian** (85-89%), **while** (86%), and unknown group **outperform** the College (84%).
- Asian students outperform by 1-5%.

Success Rate

- Pacific Islander, **Hispanic** (63-69%), **black** (53-58%), **and multi races** students consistently **underperform** the College (69%), especially black students.
- Black students underperform by 11-16%.
- **Asian** (78-89%), **while** (86%), and unknown group **outperform** the College (69%).
- Asian students outperform by 9-20%.

Persistence Rate

- College has persistence rate of 60%, 58% persistence rate for the first time students and 62% for the non first time students.
- Filipino and Asian students are 12% and 9% lower than the College persistence rate 60% (fall 2013 to spring 2014). The highest persistence rate is Hispanic students.

ESL and Basic Skills Completion

- The College offered about **10% of courses in basic skills and ESL** and **90% of courses in non-basic skills** in average. For fall 2013 course enrollment, about average **13% is in basic skills and/or ESL** and about average **87% is in non-basic skills**. (See charts below or Access section.)

Retention Rate

- The only patterns can be drawn is that **non basic skills** courses have **higher retention** rate (84%) than **basic skills ESL** (82%) and **basic skills not ESL** (75%) courses. In general, ESL's retention rate is higher than basic skills.
  - Black students have lower retention rates on non basic skills than other ethnic groups but not necessary on basic skills not ESL.
- There are no specific patterns on the gaps of retention rates between non basic skills and basic skills not ESL among ethnic groups.

Success Rate

- The only patterns can be drawn is that non basic skills courses have higher success rate (70-72%) than basic skills not ESL (49%) and basic skills ELS (61-74%) courses. In general, ESL's success rate is higher than basic skills not ESL.
    - Black students have lower success rate on no basic skills and basic skills not ESL than other ethnic groups.
- There are no specific patterns on the gaps of success rates between non basic skills and basic skills not ESL among ethnic groups.

Degree & Certificate Completion

- The finding suggests that the discrepancy in ethnicity between headcount and degree/certificate earned appeared to be minimum.
- Each academic year Cañada College awards 5-7% degrees/certificates of the student population.

Transfer

- Black, Hispanic and Pacific Islander underperform in transfer. In addition, the most increase for transfer rate (over 10% increase) is between the "3 Years to Transfer" and "4 Years to Transfer".
- For 6 years to transfer, Hispanics students have the lowest transfer rate (28%) and followed by black (31%). Pacific Islander has only 22% transfer rate.
- For 6 years to transfer, Asian (65%), Filipino (58%), and white (53%) have the higher transfer rate.

Goals

Based on the review of the data, the following goals were recommended:

1. Access Goal: To target outreach efforts that will result in a consistent pattern of access that reflects the service area population.
2. Course Success Goal: To develop programs and activities to 1) improve overall course success rates, and 2) ensure the course success rates are equitable among all of the ethnic groups. Also to ensure all new students persist from fall to spring as dictated by their educational goals.
3. Basic Skills and ESL Completion: To increase the course success rate in basic skills/ESL to the average course completion rate for the college.
4. Degree/Certificate Completion Goal: Increase the completion rate of students in degree and certificate programs.
5. Transfer Goal: To increase the transfer rate among all of the ethnic groups.

Resources

Existing campus resources will be used to implement the objectives and activities for the goals and objectives identified.

Contacts:

David Clay (clayd@smccd.edu) 650-306-3379
David Johnson (johnsond@smccd.edu) 650-306-3350

The Cañada College Committee for Student Equity

The Cañada College Committee for Student Equity (CSE) was formed in February, 2010, in response to a perceived need to collect and examine data on student success and student equity. The CSE, a joint committee of the Cañada Administration and Faculty Senate, is composed of faculty, administrators, Student Service staff, the campus researcher, and students.

Timeline

The Student Equity Plan was reviewed and received feedback from president's cabinet and council members in the month of August 2014, reviewed and received feedback from planning committees in the month of September 2014, was approved by the Planning and Budgeting Council (PBC) on October 1st, 2014, and was approved and adopted by San Mateo Community Colleges District Board of Trustees on October 22nd, 2014. The plan was submitted to the Chancellor's Office by November 21, 2014.

Campus-Based Research

Campus-Based Research

Basic research was conducted to determine the extent of disparities in student equity in the five student success areas in the plan. Emphasis on campus-based research is placed on effective strategies to address achievement gaps and/or mitigate disproportionate impact among the subpopulations of the College's student groups.

Research was used to (a) develop shared understandings of the meaning of the data, (b) develop action plans to mitigate the impact of disparities in student equity wherever possible, (c) integrate student equity into other institutional planning processes and program review, and (d) improve data collection and analysis relevant to the groups of students.

A. Access

Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

The following table shows percentages of Cañada College enrollments by ethnic group compared to the percentages of those ethnic groups in the college's service area. The enrollment data are for the 2012-2013 academic year from Chancellor's Office and **the service area** figures were derived from the **2012 US Census Data for San Mateo County**.

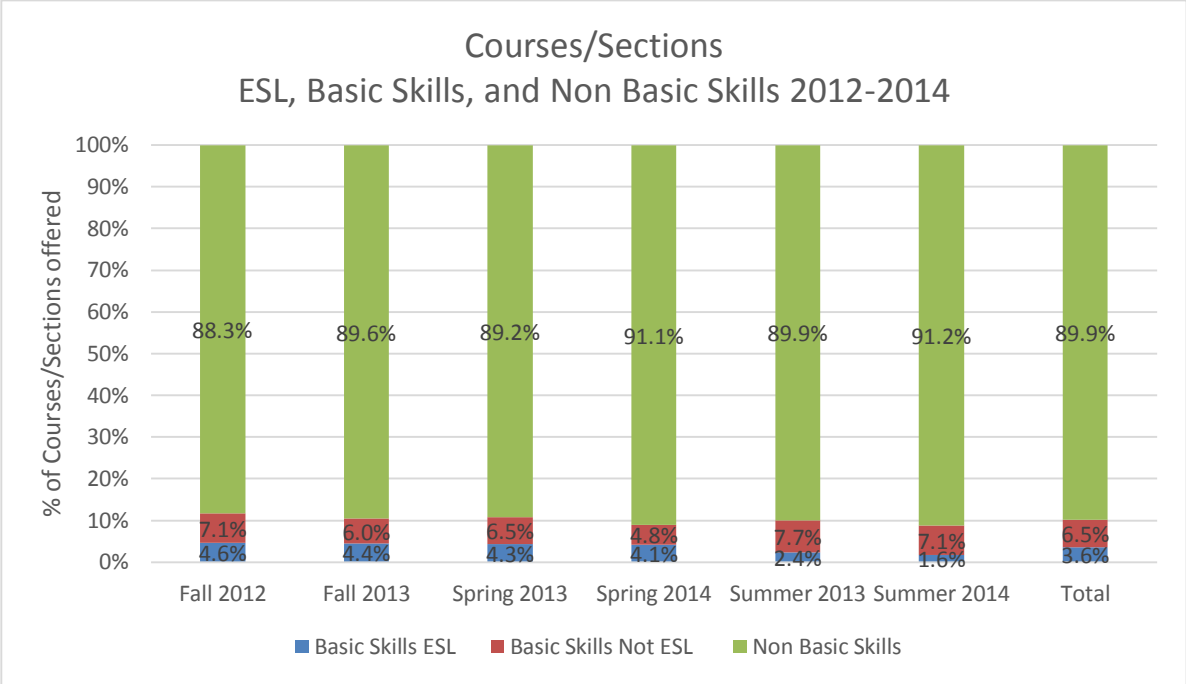
Analysis:

- Cañada College is underrepresented in both the Asian and white populations by 17% and 11% respectively. The college is overrepresented in the Hispanic population by 18% as compared to our service area population. To maintain our status as a Hispanic Service Institution (HSI), the college needs to maintain 25% of Hispanic enrollment.

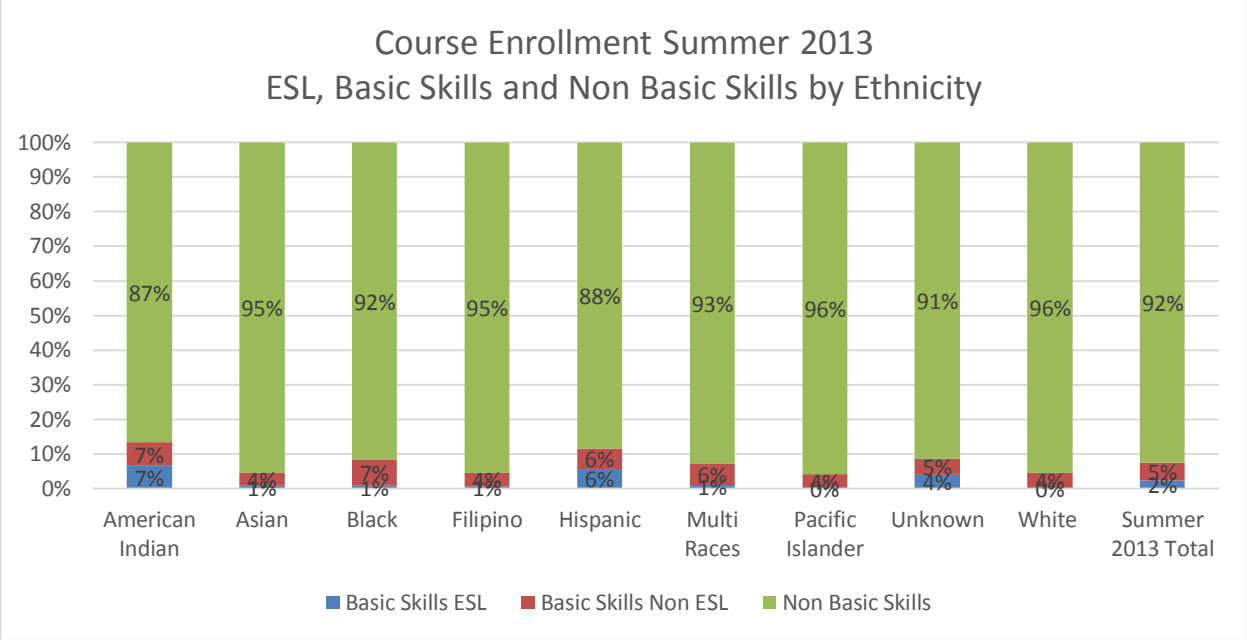
Annual 2012-2013	**Cañada Enrollment**		**Cañada Enrollment** Percent of "Known" excluding Unknown	**Service Area 2012 US Census Data (San Mateo County Ethnicity)**
Ethnicity	Count	Percen	Percent	Percent
American Indian/Alaskan	23	0%	0%	1%
Asian	**942**	**9%**	10%	**26%**
Black	389	4%	**4%**	3%
Pacific Islander	179	2%	2%	2%
Hispanic	**4,398**	**43%**	47%	**25%**
Multi Race	324	3%	**3%**	4%
White	**3,185**	**31%**	34%	**42%**
Unknown	828	8%		

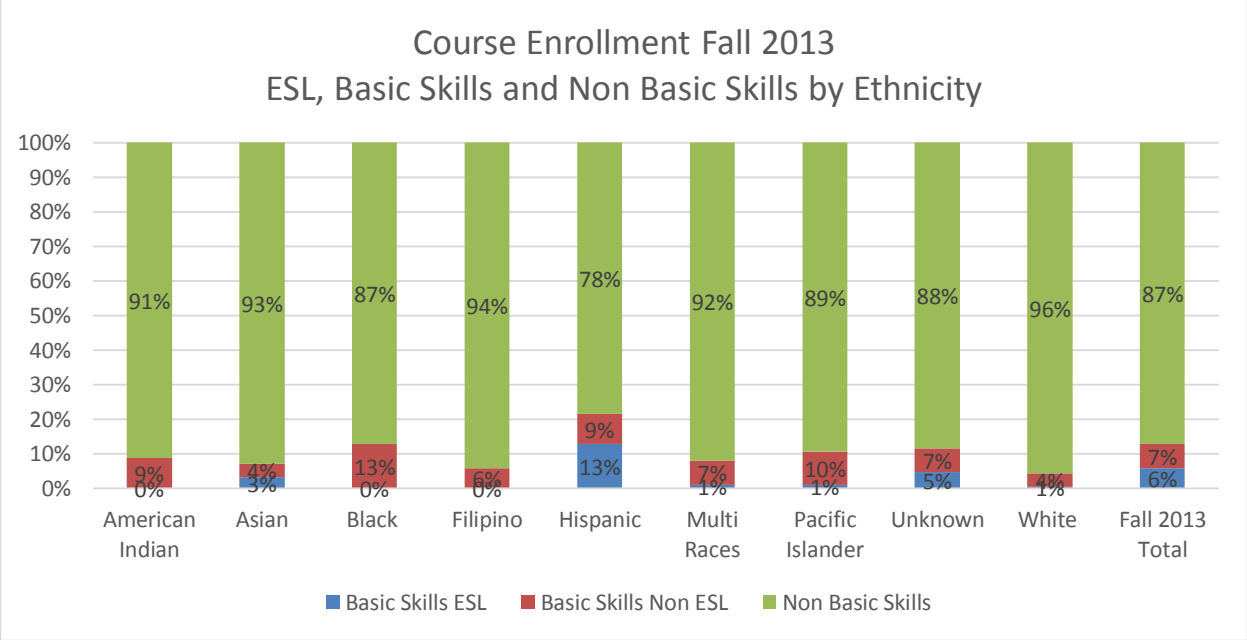
Cañada Enrollment Data from Chancellor's Office Data Mart.
Service Area: 2012 US Census Data for San Mateo County

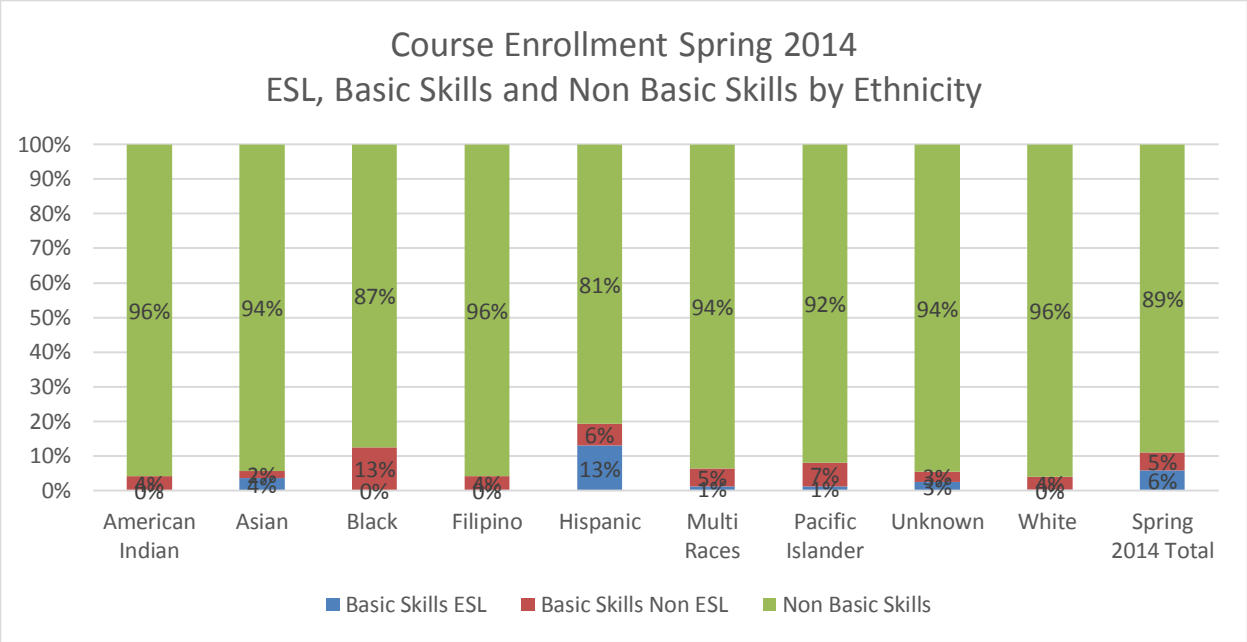
- Cañada College offers about 90% of non basic skills courses/sections and 10% ESL and basic skills courses/sections (7% Non ESL courses/sections and 3% ESL courses/sections). See chart below.



- The course offering patterns (chart above) are similar with the patterns of student course enrollments (see charts below). Summer 2013, fall 2013, and spring 2014 are displayed to show the similar patterns on **total** among various semesters.
    - The College offers about **90% of non basic skills** courses/sections and **10% basic skills** courses/sections (3% basic skills ESL courses/sections and 7% basic skills not ESL courses/sections).
    - The College overall course enrollment is: **87-89% of the enrollment in non basic skills** courses and **11-13% of the enrollment in basic skills** courses (5% basic skills ESL courses and 6% basic skills not ESL courses).
- There are some **discrepancies among ethnic groups.** (Only summer 2013, fall 2013, and spring 2014 are displayed because each fall course enrollments by ethnicity are similar, each spring course enrollments by ethnicity are similar, and each summer course enrollments by ethnicity are similar.)
    - **Hispanic** (22%) and **black** (13%) students have **the highest course enrollments** in **basic skills** (including ESL and not ESL).
    - Hispanic has 13% enrollment in ESL. Black has 13% enrollment in basic skills not ESL.
    - **White** and **Filipino** students have the highest course enrollments in **non basic skills courses**.


Course Enrollment Summer 2013
ESL, Basic Skills and Non Basic Skills by Ethnicity
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
87%
95%
92%
95%
88%
93%
96%
91%
96%
92%
7%
4%
7%
4%
6%
6%
4%
5%
4%
5%
7%
1%
1%
1%
6%
1%
0%
4%
0%
2%
American Indian
Asian
Black
Filipino
Hispanic
Multi Races
Pacific Islander
Unknown
White
Summer 2013 Total
Basic Skills ESL
Basic Skills Non ESL
Non Basic Skills


Course Enrollment Fall 2013
ESL, Basic Skills and Non Basic Skills by Ethnicity
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
91%
93%
87%
94%
78%
92%
89%
88%
96%
87%
9%
4%
13%
6%
9%
7%
10%
7%
4%
7%
0%
3%
0%
0%
13%
1%
1%
5%
1%
6%
American Indian
Asian
Black
Filipino
Hispanic
Multi Races
Pacific Islander
Unknown
White
Fall 2013 Total
Basic Skills ESL
Basic Skills Non ESL
Non Basic Skills


Course Enrollment Spring 2014
ESL, Basic Skills and Non Basic Skills by Ethnicity
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
96%
94%
87%
96%
81%
94%
92%
94%
96%
89%
4%
2%
13%
4%
6%
5%
7%
3%
4%
5%
0%
4%
0%
0%
13%
1%
1%
3%
0%
6%
American Indian
Asian
Black
Filipino
Hispanic
Multi Races
Pacific Islander
Unknown
White
Spring 2014 Total
Basic Skills ESL
Basic Skills Non ESL
Non Basic Skills

B. Course Completion

Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

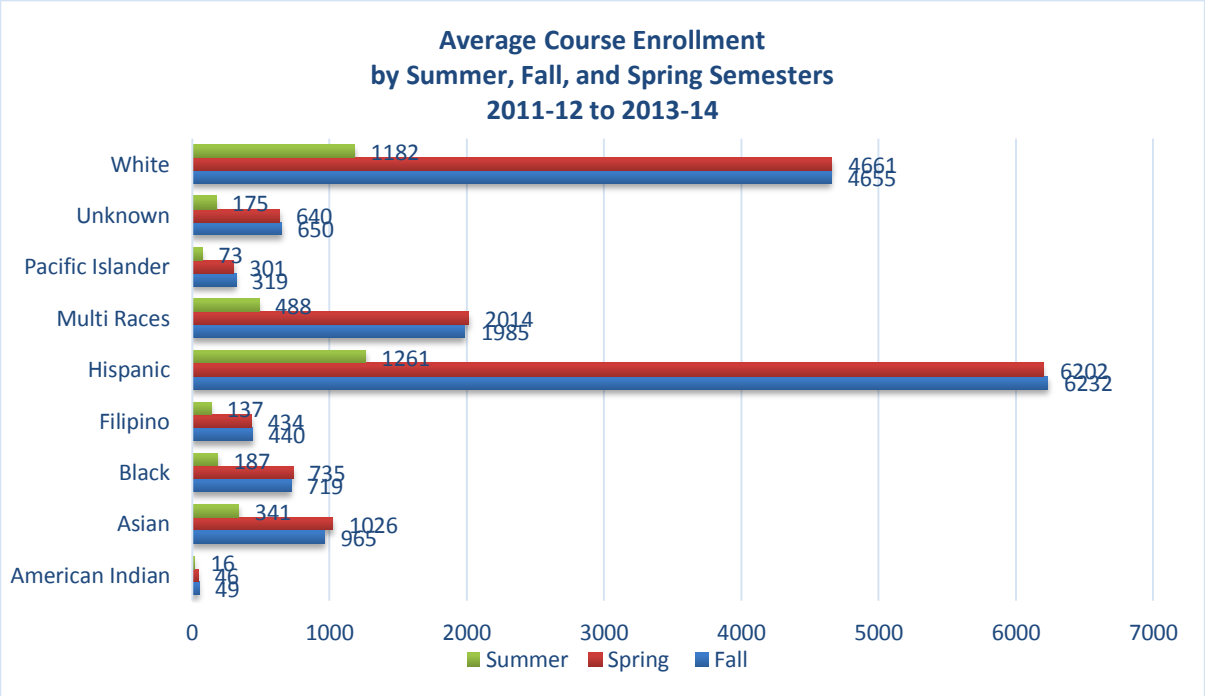
The **success rate** is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, or P. Numerator: A, B, C, CR, IA, IB, IC, IPP, P. Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W.

The **retention rate** is the percentage of students who do not withdraw from class and who receive a valid grade. Numerator: A, B, C, CR, D, F, I*, NC, NP, P, RD. Denominator: A, B, C, CR, D, F, FW, I*, NC, NP, P, RD, W.

Analysis:

Before course retention and success rates are displayed, course enrollment are being studied to see the number of enrollments from each ethnic groups. Some ethnic groups are larger than the others. Average course enrollment for summer, fall, and spring semesters from 2011-12 to 2013-14 is displayed in the chart below.

- Most of our course enrollment for fall and spring is from **Hispanic** students (about 6000), **white** students (about 4000), **multi races** students (about 2000), **Asian** students (about 1000), **black** students (about 700), **unknown** group (about 600), **Filipino** students (about 400), Pacific Islanders (about 300), and American Indian (about 50).



Data from SMCCD Data Dashboard

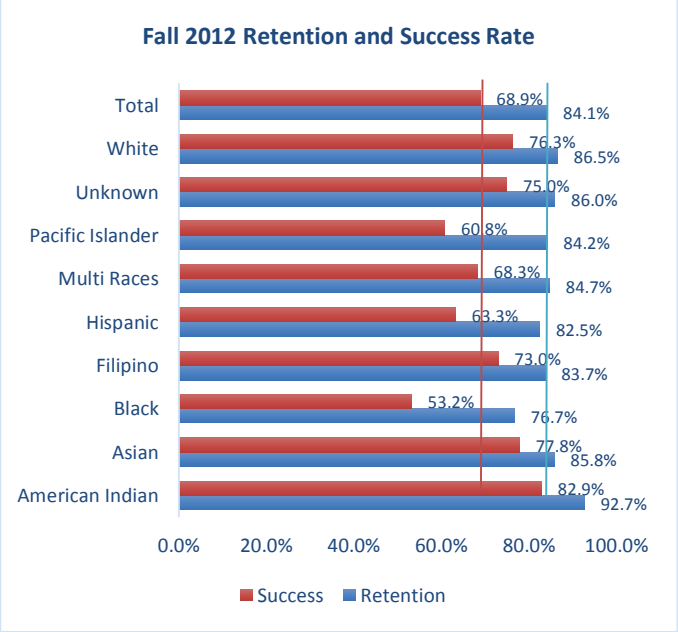
In this analysis, students' course retention rates were compared by 2 fall, 2 spring, and 2 summer semesters in terms of ethnicity. To display multiple semesters is to demonstrate the differences among each ethnic groups are consistent among semesters.

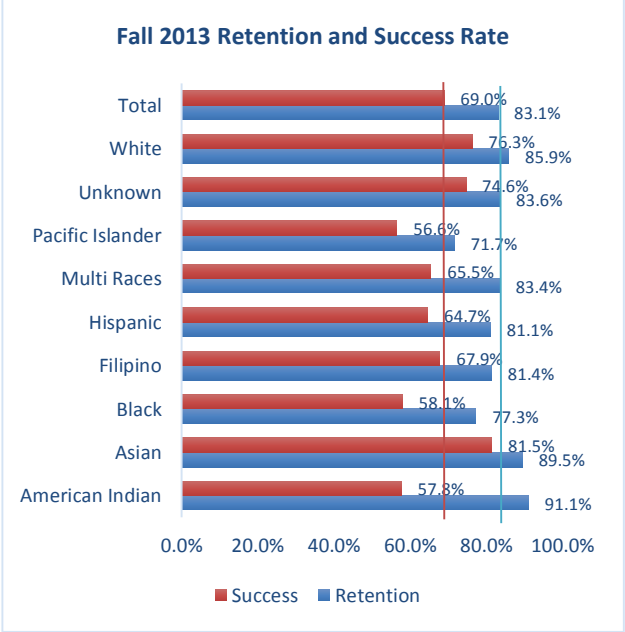
For **retention rate** (See charts below in blue bars.), the general patterns for ethnic groups are:

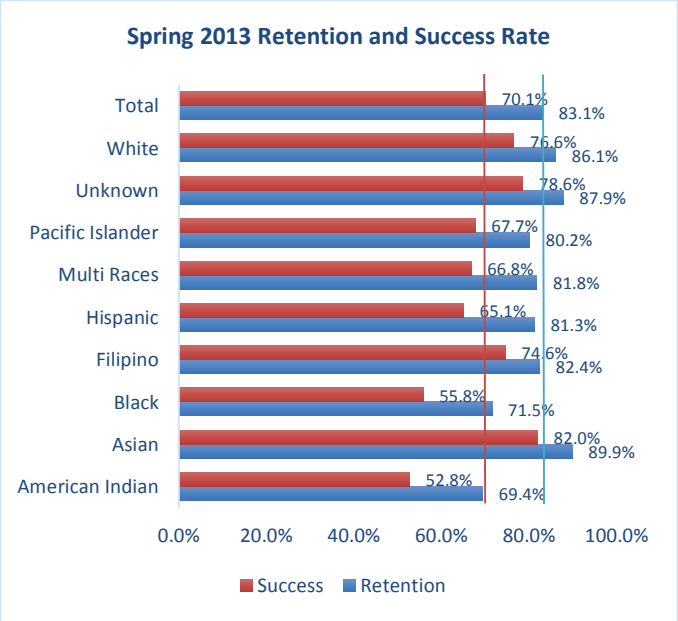
- Pacific Islander, **Hispanic** (82%), **and black** (77%) students consistently **underperform** the College (84%), especially black students.
- Black students underperform by 7%.
- **Asian** (85-89%), **while** (86%), and unknown group **outperform** the College (84%).
- Asian students outperform by 1-5%.

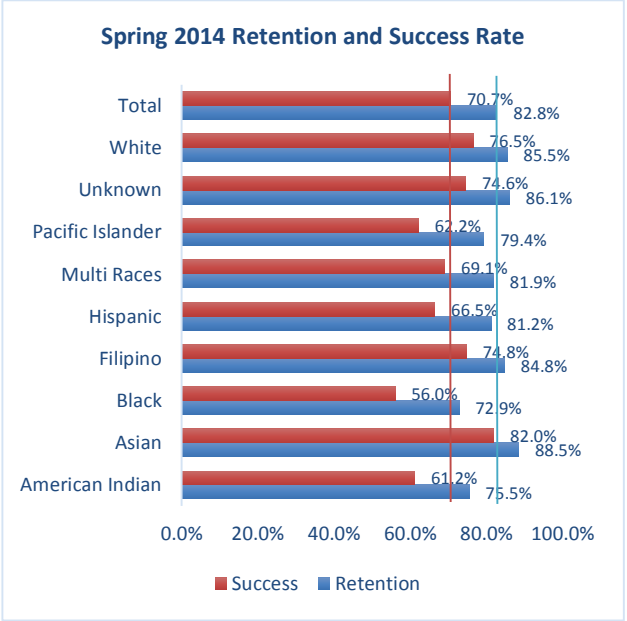
For **success rate** (See charts below in orange bars.), the general patterns for ethnic groups are:

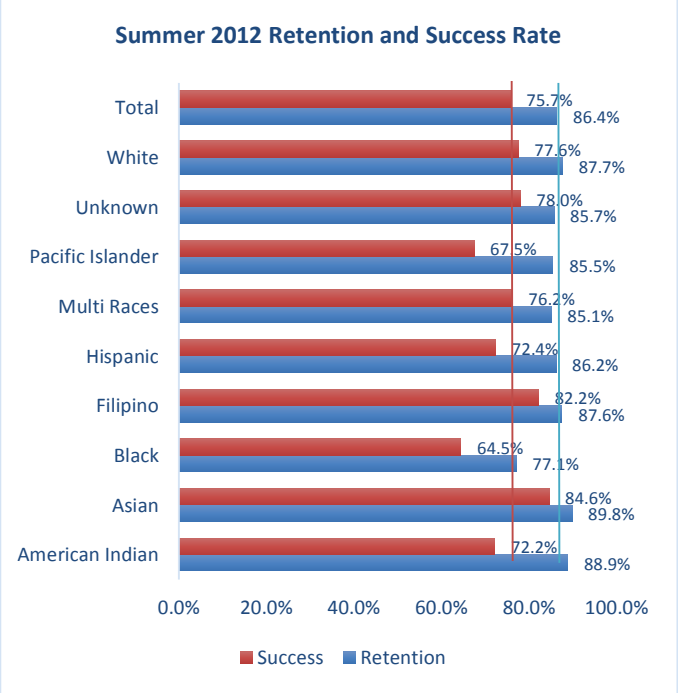
- Pacific Islander, **Hispanic** (63-69%), **black** (53-58%), **and multi races** students consistently **underperform** the College (69%), especially black students.
- Black students underperform by 11-16%.
- **Asian** (78-89%), **while** (86%), and unknown group **outperform** the College (69%).
- Asian students outperform by 9-20%.

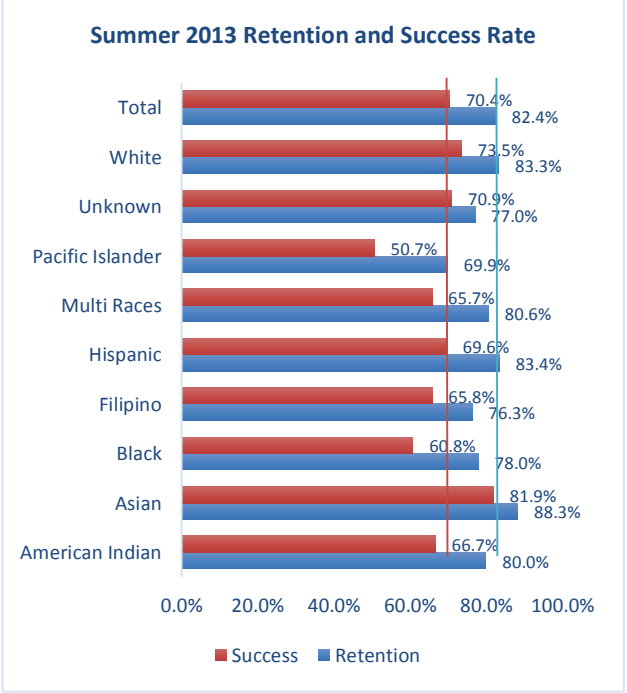






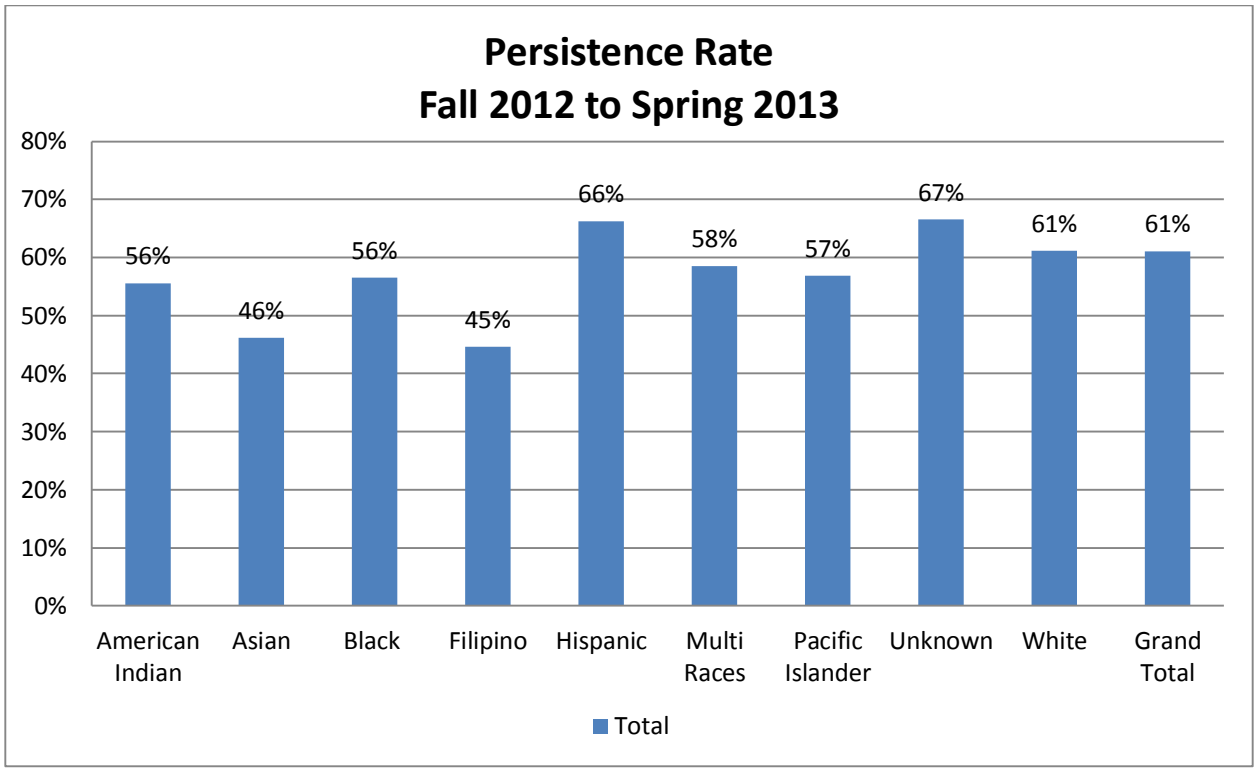


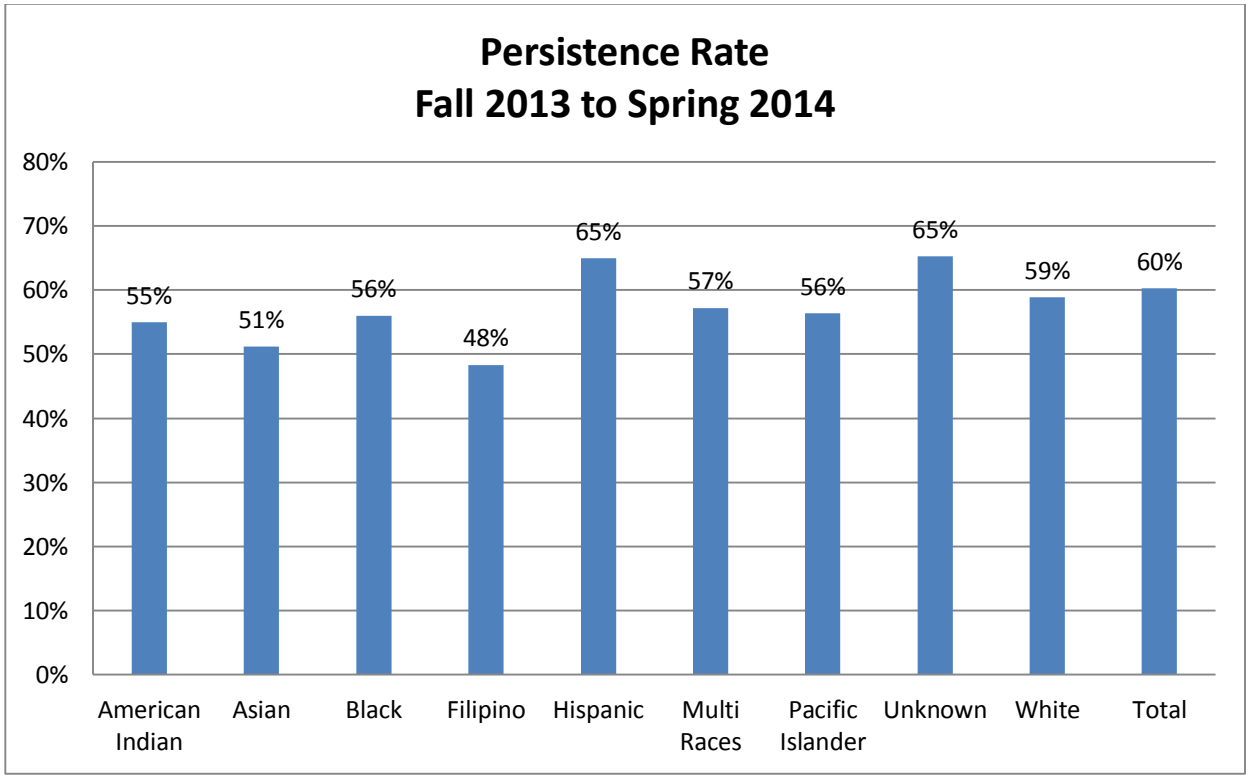


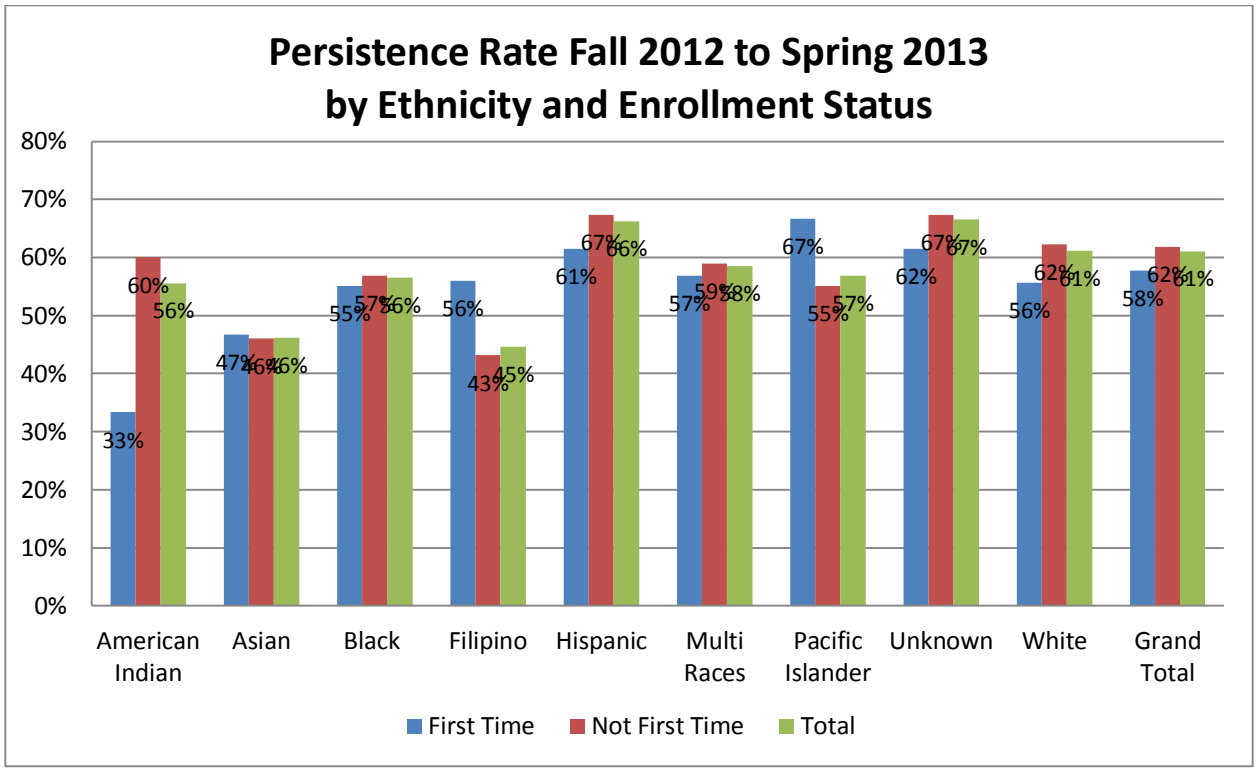


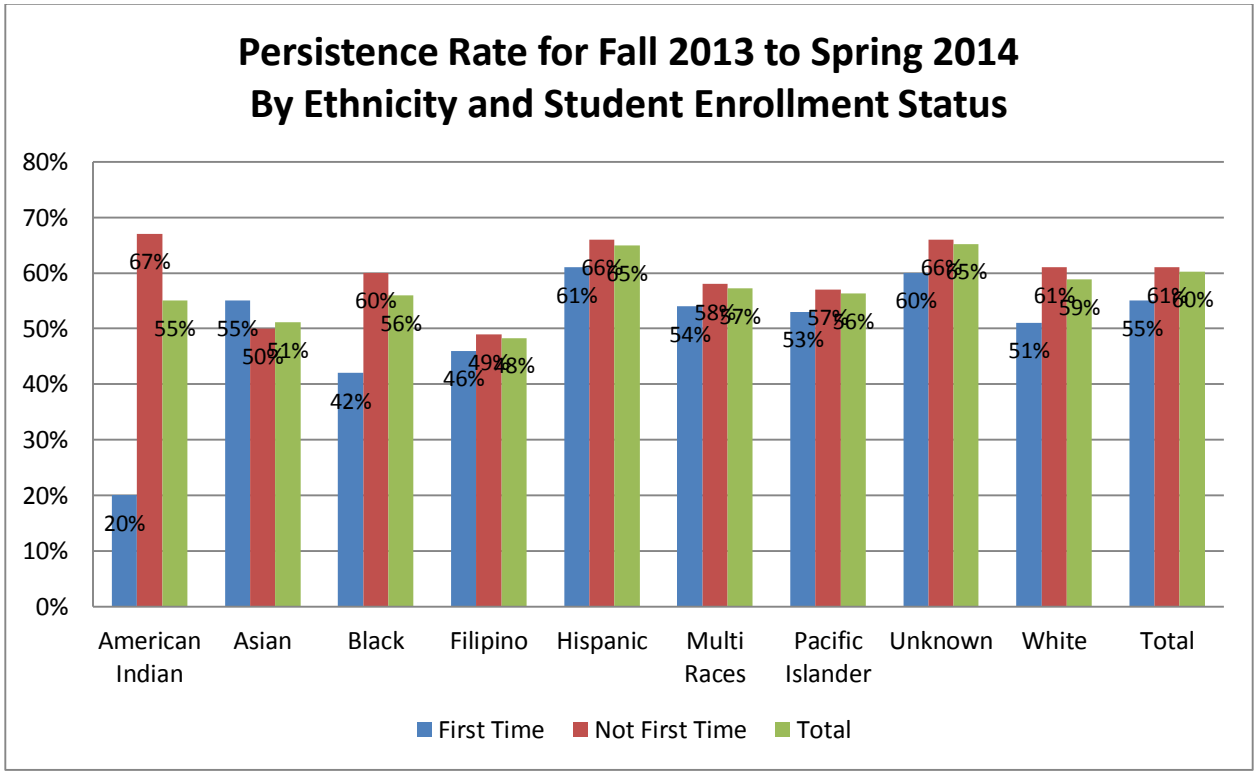
For **persistence rate**, the general patterns for ethnic groups are:

- College has persistence rate of 60%, 58% persistence rate for the first time students and 62% for the non first time students.
- Filipino and Asian students are 12% and 9% lower than the College persistence rate 60% (fall 2013 to spring 2014). The highest persistence rate is Hispanic students.


Persistence Rate
Fall 2012 to Spring 2013
80%
70%
60%
50%
40%
30%
20%
10%
0%
56%
46%
56%
45%
66%
58%
57%
67%
61%
61%
American Indian
Asian
Black
Filipino
Hispanic
Multi Races
Pacific Islander
Unknown
White
Grand Total
Total


Persistence Rate
Fall 2013 to Spring 2014
80%
70%
60%
50%
40%
30%
20%
10%
0%
55%
51%
56%
48%
65%
57%
56%
65%
59%
60%
American Indian
Asian
Black
Filipino
Hispanic
Multi Races
Pacific Islander
Unknown
White
Total


Persistence Rate Fall 2012 to Spring 2013
by Ethnicity and Enrollment Status
80%
70%
60%
50%
40%
30%
20%
10%
0%
American Indian
Asian
Black
Filipino
Hispanic
Multi Races
Pacific Islander
Unknown
White
Grand Total
First Time
Not First Time
Total


Persistence Rate for Fall 2013 to Spring 2014
By Ethnicity and Student Enrollment Status
80%
70%
60%
50%
40%
30%
20%
10%
0%
American Indian
Asian
Black
Filipino
Hispanic
Multi Races
Pacific Islander
Unknown
White
Total
First Time
Not First Time
Total

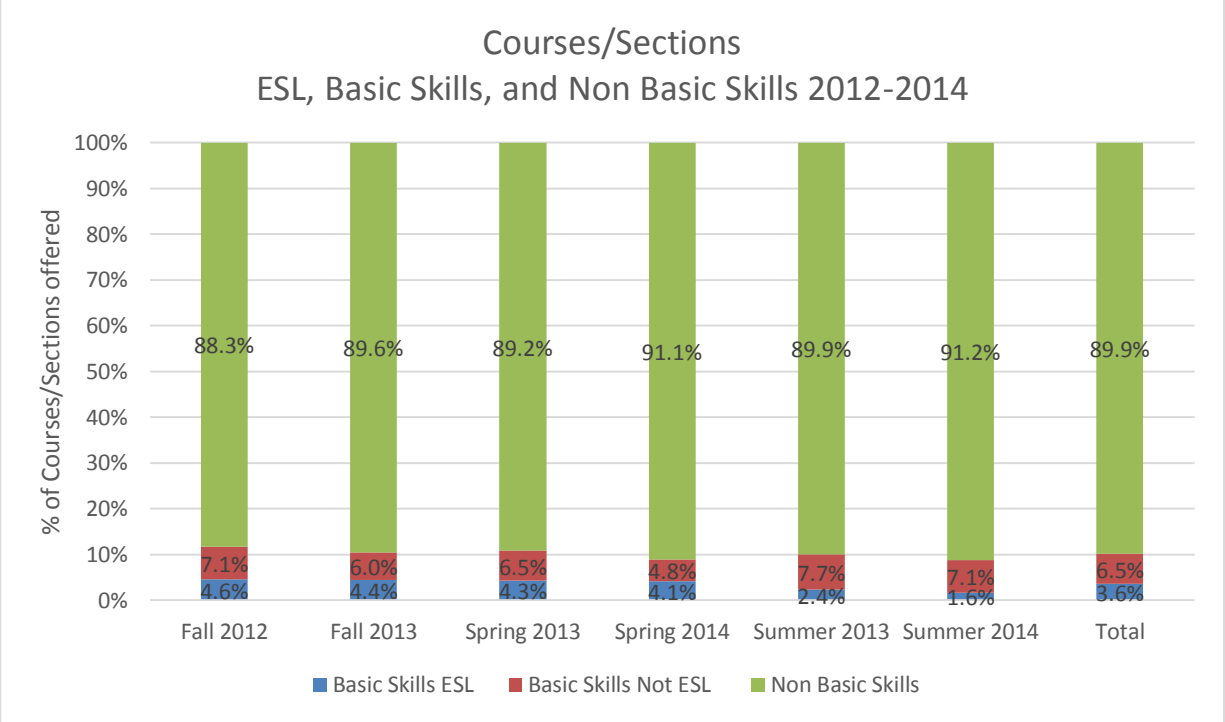
C. ESL and Basic Skills Completion

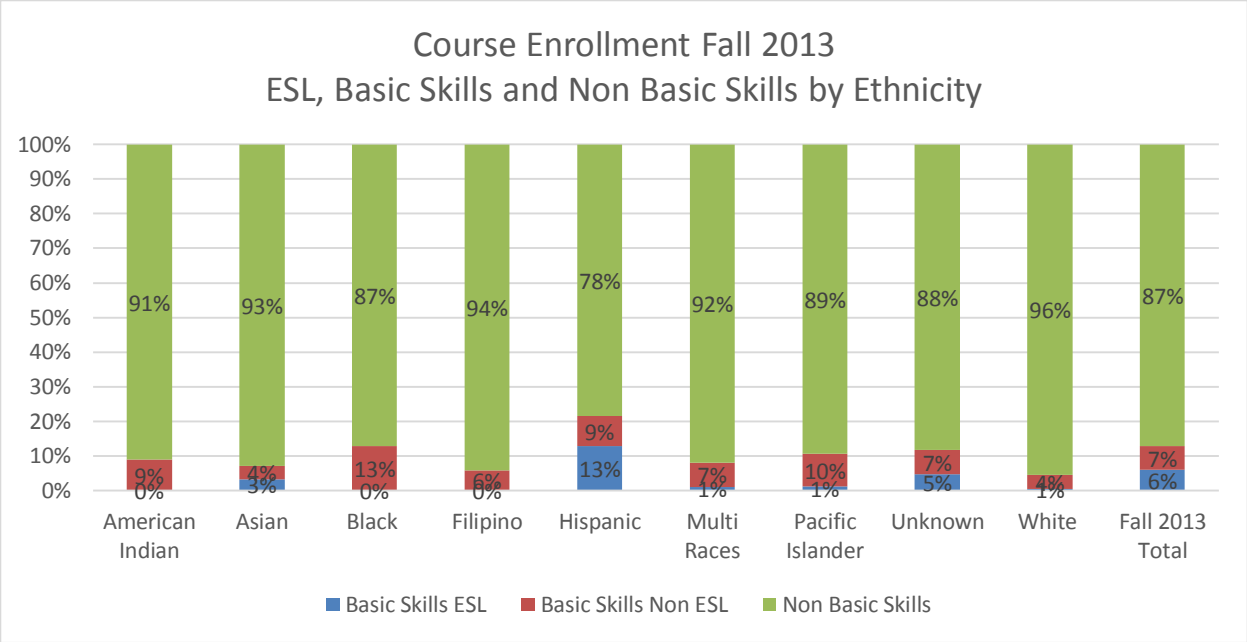
Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

The ESL faculty members are collaborating with the college researchers to identify whether this change has helped students in the ESL department transition to vocational or academic areas earlier or more successfully than previously. The scheduling of these classes has also been based on data shared by the college researcher which indicates that students who enrolled in ESL and other content areas tend to persist longer than students who enrolled only in ESL classes. The schedule therefore allows students enrolled in ESL classes to be able to enroll in math, Career, and CBOT courses.

Analysis:

- The College offered about **10% of courses in basic skills and ESL** and **90% of courses in non-basic skills** in average. For fall 2013 course enrollment, about average **13% is in basic skills and/or ESL** and about average **87% is in non-basic skills**. (See charts below or Access section.)
- A table below displays the number of course enrollment for each ethnic groups by basic skills, non basic skills, and ESL so readers know the amount of student course enrollment.





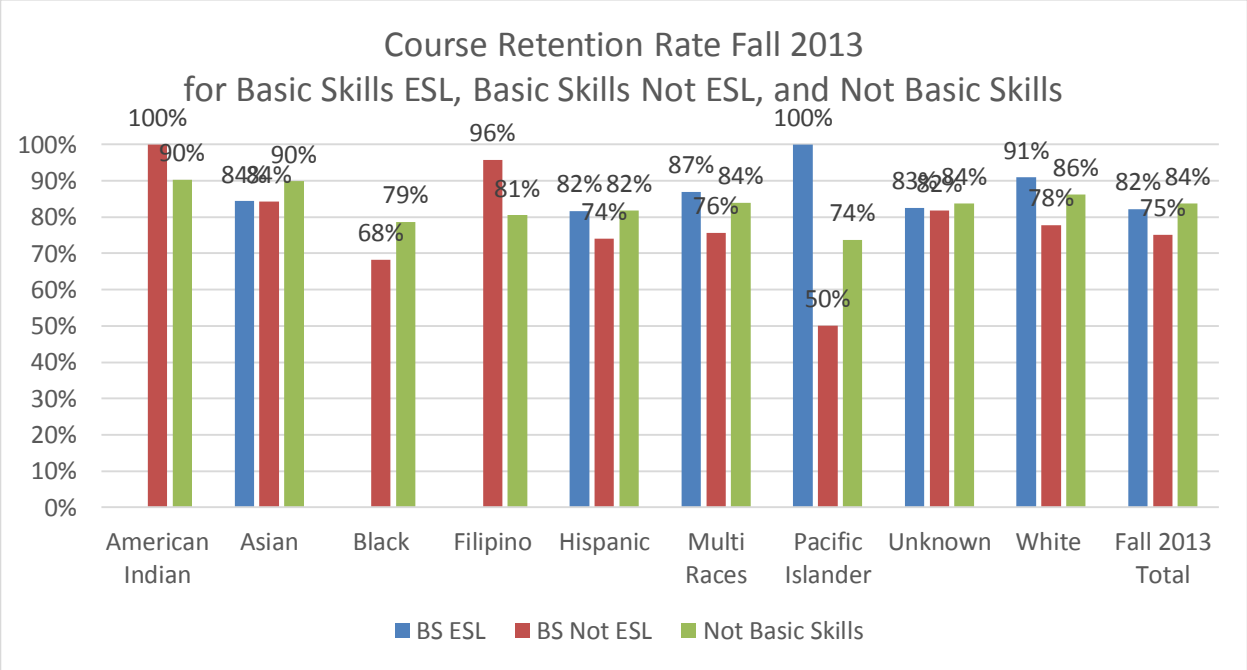
Course Enrollment for Fall 2013 by Ethnicity and by Basic Skills, Non Basic Skills, and ESL										
Fall 2013	American Indian	**Asian**	**Black**	**Filipino**	**Hispanic**	**Multi Races**	Pacific Islander	Unknown	**White**	**Total**
Basic Skills ESL		32			807	23	3	23	22	910
Basic Skills Non ESL	4	38	82	24	549	148	26	33	162	1066
Non Basic Skills	41	917	557	390	4928	1940	243	425	3967	13408
Total	**45**	**987**	**639**	**414**	**6284**	**2111**	**272**	**481**	**4151**	**15384**

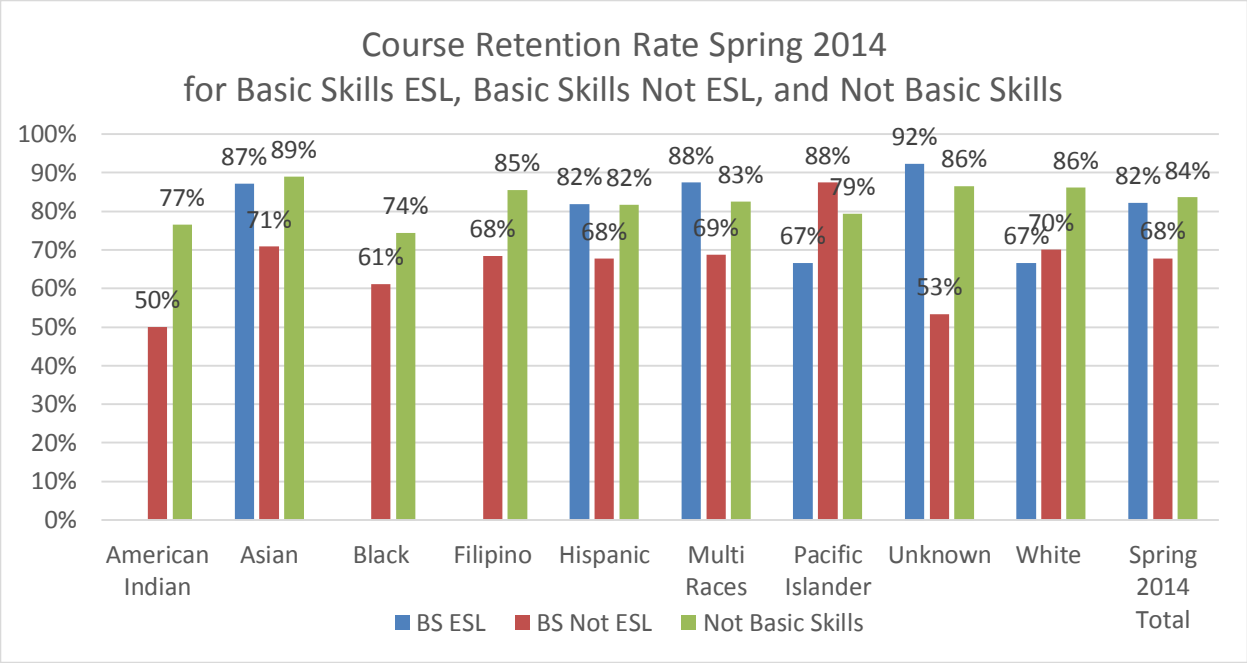
In this analysis, course retention rates were compared by basic skills, non basic skills, and ESL in terms of ethnicity.

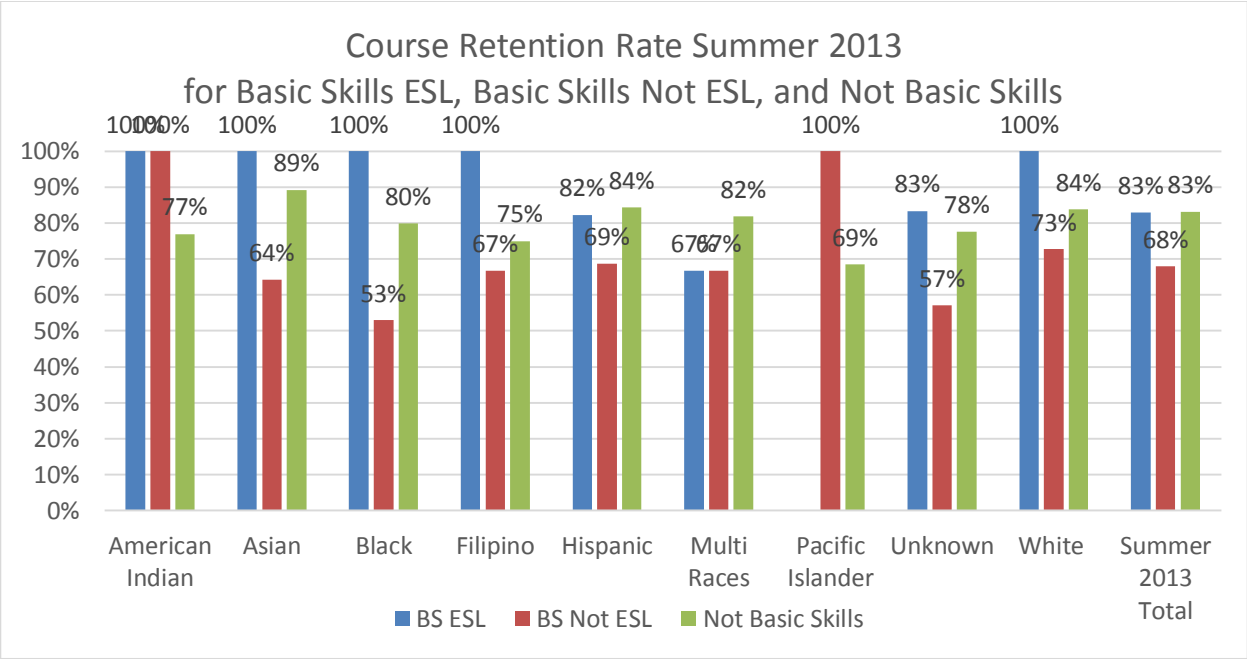
For **retention** rate, there were no specific patterns can be generated among semesters for ethnic groups. There are only 3 semesters are displayed.

- The only patterns can be drawn is that **non basic skills** courses have **higher retention** rate (84%) than **basic skills ESL** (82%) and **basic skills not ESL** (75%) courses. In general, ESL's retention rate is higher than basic skills.
    - Black students have lower retention rates on non basic skills than other ethnic groups but not necessary on basic skills not ESL.
- There are no specific patterns on the gaps of retention rates between non basic skills and basic skills not ESL among ethnic groups.
    - The gap between non basic skills courses (84%) and basic skill courses (68-75%) for the **College** is about **9-16%**. (See charts below)
        - We assume that the smaller the gap is, the better the result is.

- The gaps between non basic skills and basic skills not ESL are also varied among ethnicity and among semester. No specific patterns can be drawn.
- **Black** students in retention rates have **11-13%** gap between non basic skills courses (74-79%) and basic skills not ESL courses (61-68%).
- **Hispanic** students have **8-14%** gap between non basic skills courses (82-84%) and basic skills not ESL courses (68-74%).
- **Asian** students have **6-25%** gap, between non basic skills courses (89-90%) and basic skills not ESL courses (64-84%).
- **White** students have **8-16%** gap, between non basic skills courses (84-86%) and basic skills not ESL courses (70-78%).
- **Filipino** students have **10- 17%**, between non basic skills courses (75-85%) and basic skills not ESL courses (67-96%).



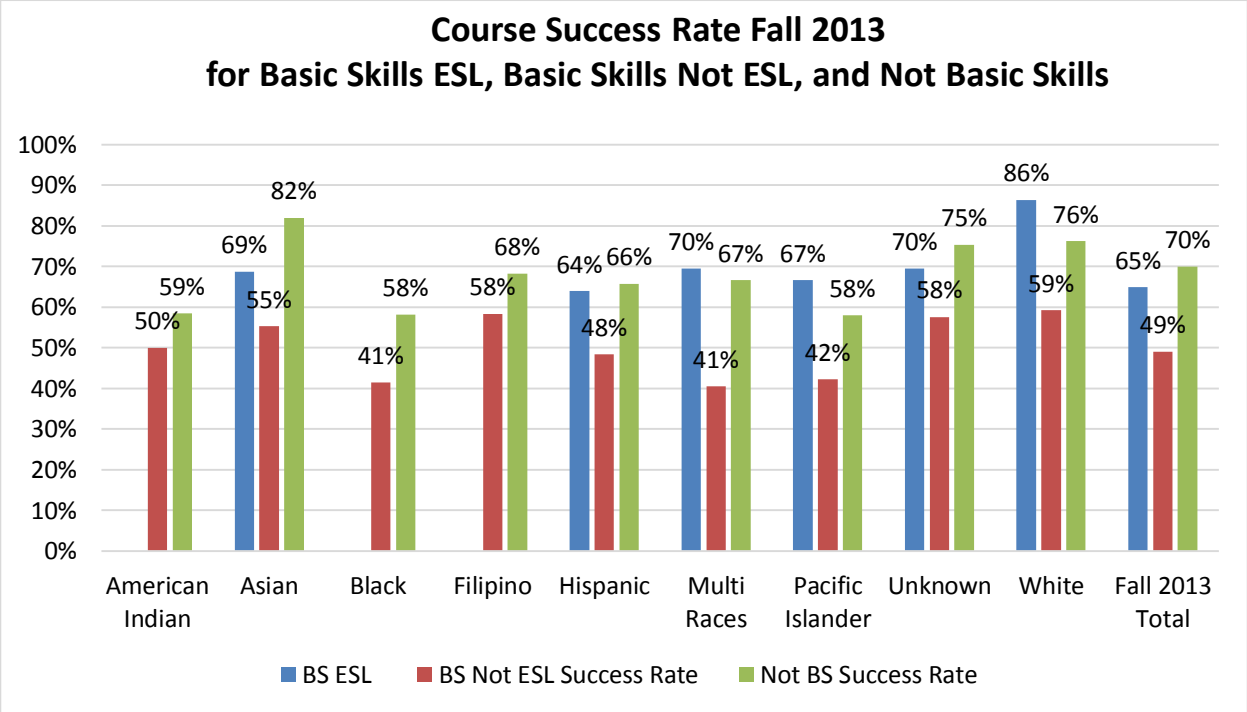


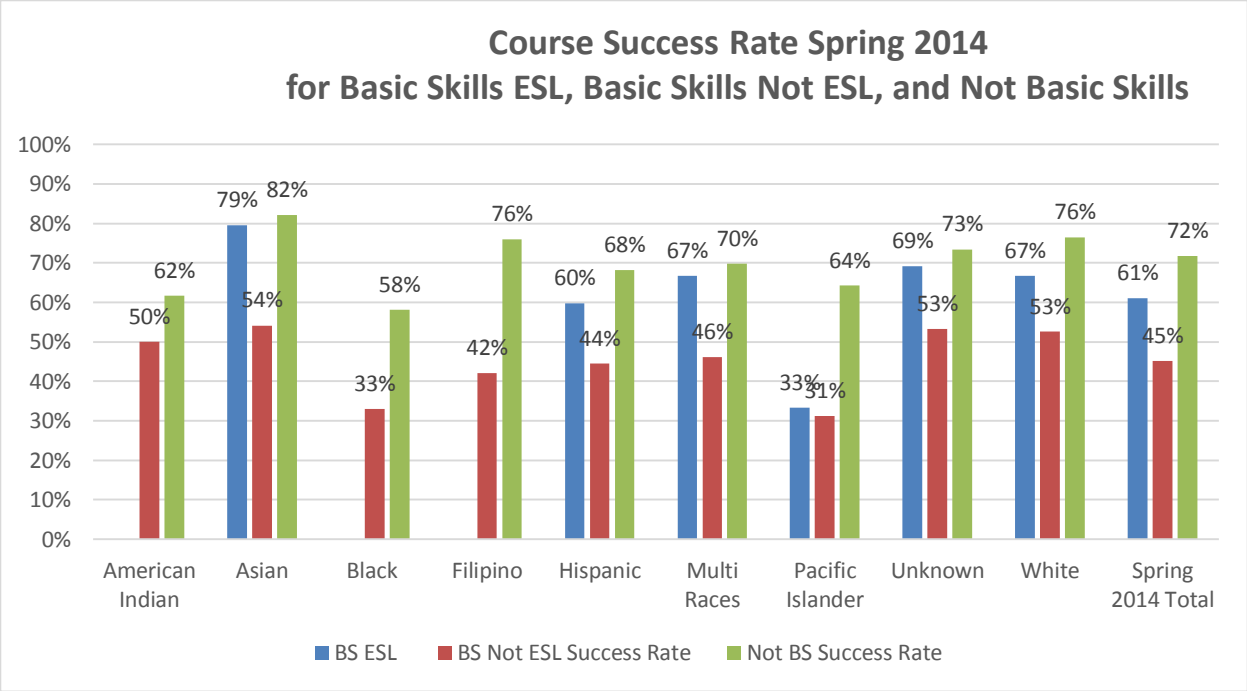


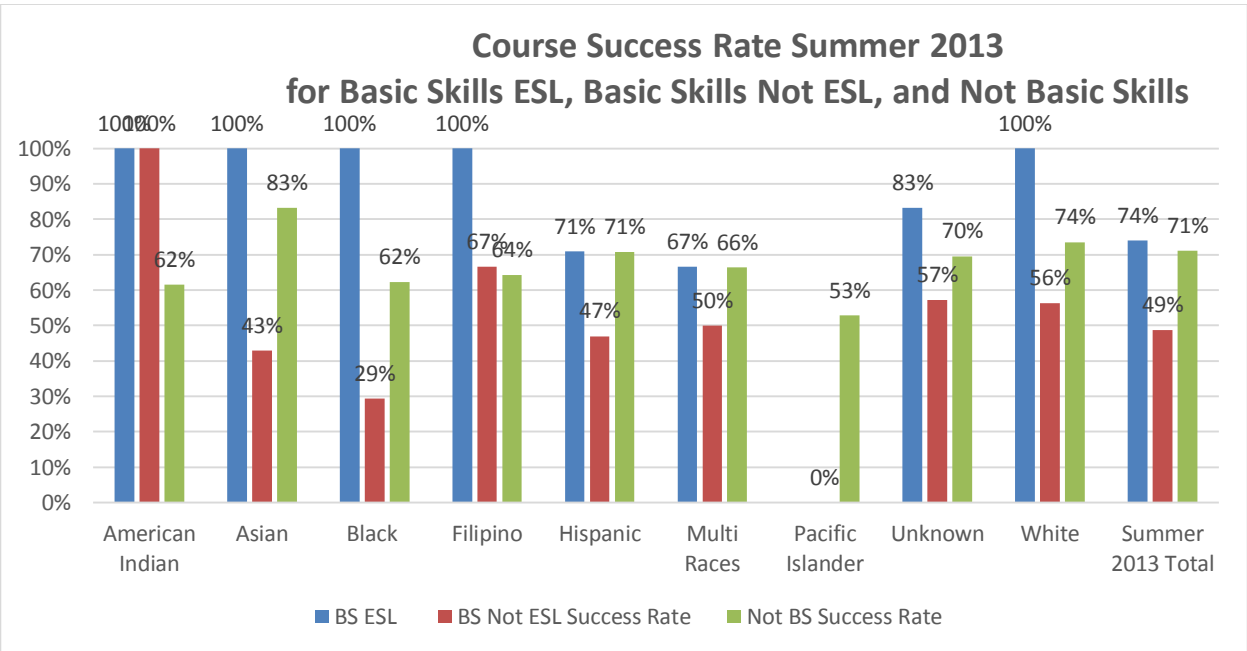
For **success** rate, there were no specific patterns can be generated among semesters for ethnic groups. There are only 3 semesters are displayed.

- The only patterns can be drawn is that non basic skills courses have higher success rate (70-72%) than basic skills not ESL (49%) and basic skills ELS (61-74%) courses. In general, ESL's success rate is higher than basic skills not ESL.
    - Black students have lower success rate on no basic skills and basic skills not ESL than other ethnic groups.

- There are no specific patterns on the gaps of success rates between non basic skills and basic skills not ESL among ethnic groups.
    - The gap between non basic skills courses (70-72%) and basic skill not ESL courses (45-49%) for the **College** is **21-27%**.
        - We assume that the smaller the gap is, the better the result is.
        - **Black** students have **17-33% gap**, between non basic skills courses (58-62%) and basic skills not ESL courses (29-41%).
        - **Hispanic** students have **18-24%** gap, between non basic skills courses (66-71%) and basic skills not ESL courses (44-48%).
        - **Filipino** students have **10-34%**, between non basic skills courses (62-67%) and basic skills not ESL courses (42-67%).
        - **Asian** students have **27-40%** gap, between non basic skills courses (82-82%) and basic skills not ESL courses (43-55%).
        - **White** students have 17-23**%** gap, between non basic skills courses (74-76%) and basic skills not ESL courses (53-59%).




Course Success Rate Spring 2014
for Basic Skills ESL, Basic Skills Not ESL, and Not Basic Skills
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
50%
62%
79%
54%
82%
33%
58%
42%
76%
60%
44%
68%
67%
46%
70%
33%
31%
64%
69%
53%
73%
67%
53%
76%
61%
45%
72%
American Indian
Asian
Black
Filipino
Hispanic
Multi Races
Pacific Islander
Unknown
White
Spring 2014 Total
BS ESL
BS Not ESL Success Rate
Not BS Success Rate


Course Success Rate Summer 2013
for Basic Skills ESL, Basic Skills Not ESL, and Not Basic Skills
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
100%
62%
100%
43%
83%
100%
29%
62%
100%
67%
64%
71%
47%
71%
67%
50%
66%
0%
53%
83%
57%
70%
100%
56%
74%
74%
49%
71%
American Indian
Asian
Black
Filipino
Hispanic
Multi Races
Pacific Islander
Unknown
White
Summer 2013 Total
BS ESL
BS Not ESL Success Rate
Not BS Success Rate

D. Degree and Certificate Completion

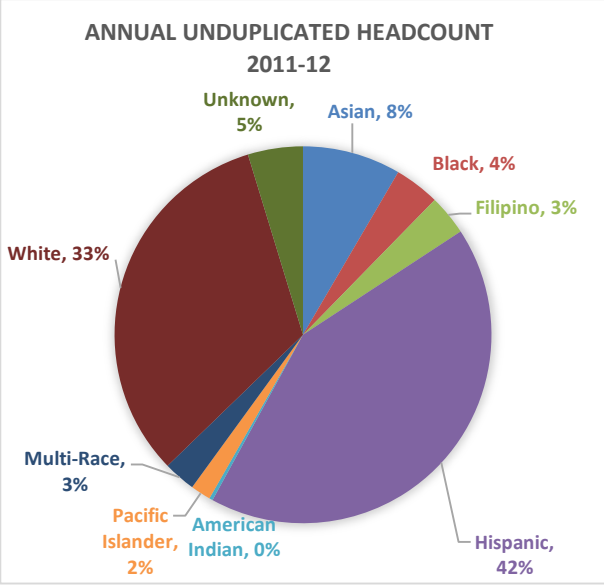
Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

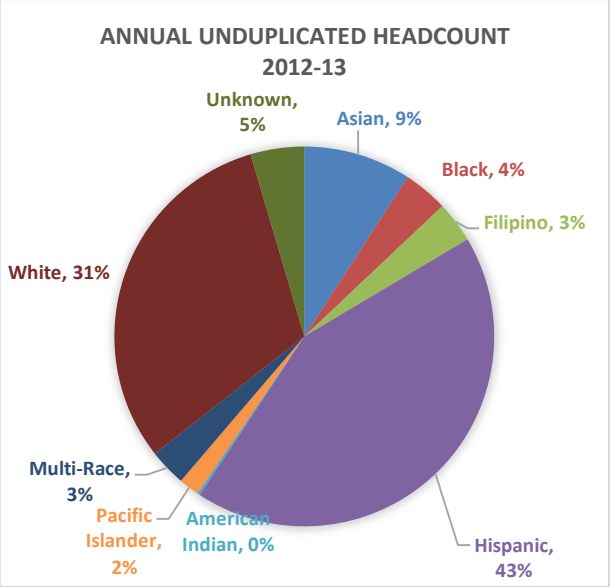
There are many different approaches to measuring student degree completion but there is little uniformity of opinion on which students to include in the tracking (the denominator problem). Two major analyses display the different concepts: (a) trend analysis that is a snap shot approach for multiple years to observe patterns and (b) cohort analysis that is a group of students who share a common characteristic or experience within a defined period.

Trend Analysis:

In this analysis, the schooling's input (headcount) and output (degree/certificate earned) are compared in terms of ethnicity.

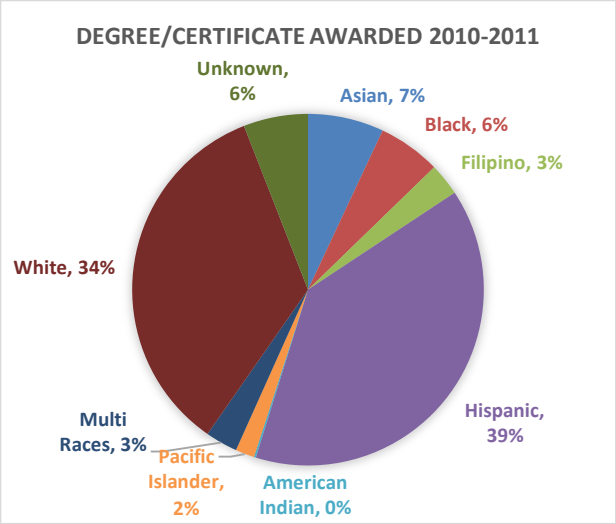
- For headcount, the patterns of two academic years of 2012-13 and 2013-14 for the unduplicated headcount on ethnicity are similar. About 42% of students are Hispanic, about 31-32% of students are white, 8-9% Asian, about 4% black, and 3% Filipino.

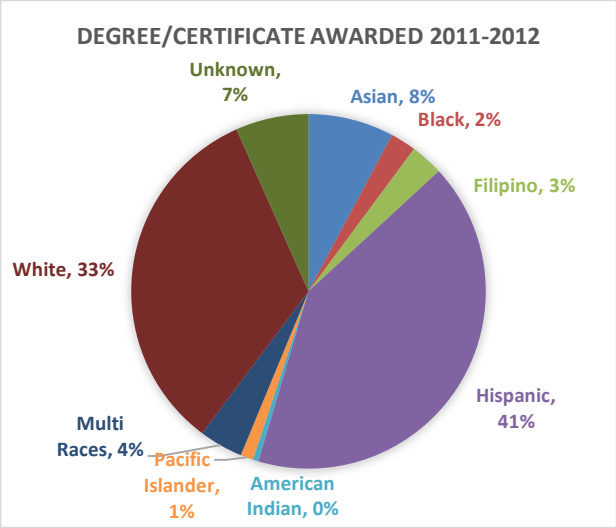




Data from Chancellor's Office Data Mart.
Annual unduplicated headcount includes summer 2012, fall 2012, and spring 2013 for 2012-2013.
Annual unduplicated headcount includes summer 2013, fall 2013, and spring 2014 for 2013-2014.

- For degree/certificate awarded, the patterns (in terms of percentages) of two academic years of 2010-11 and 2011-12 on ethnicity are similar. About 39-41% of degree/certificates that were earned by Hispanic students, about 33-34% of degree/certificates that were earned by white students, about 7-8% Asian, about 2-6% black, and 3% Filipino.





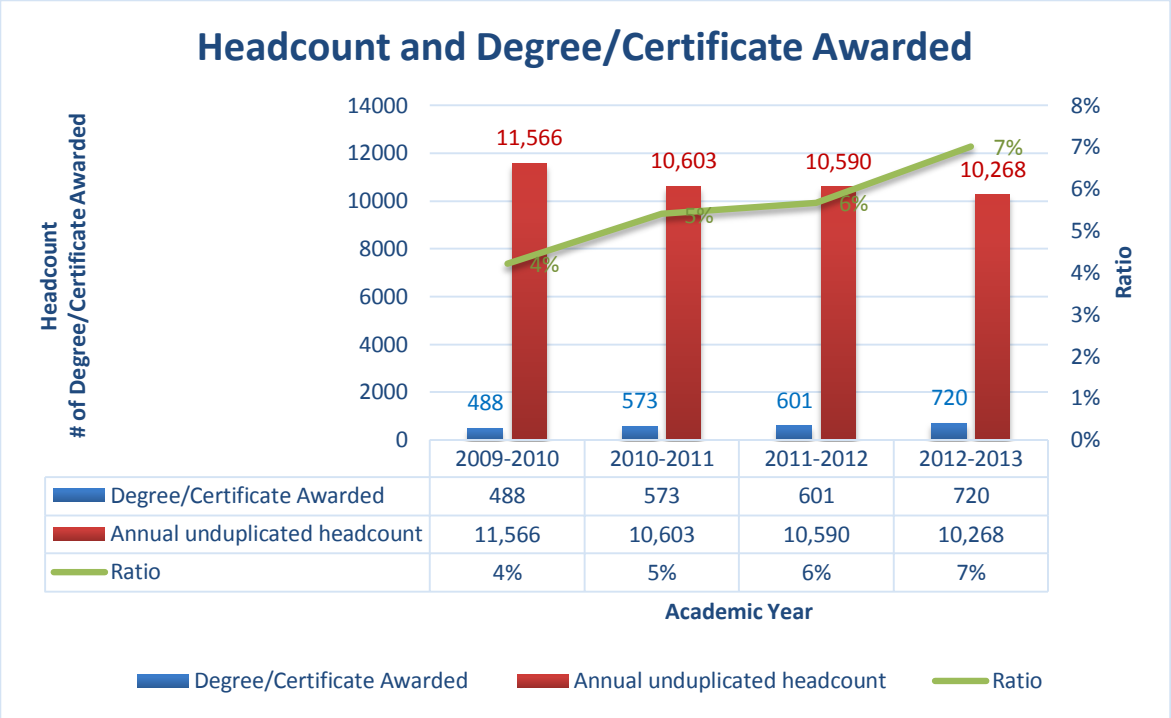
Data from SMCCD Data Dashboard.

The finding of this analysis suggests that the discrepancy in ethnicity between headcount (input) and degree/certificate (output) earned appeared to be minimum. Hispanic degree/certificated awarded appeared to be slightly lower in output (about 1 %).

- About 42% of students are Hispanic and about 39-41% of degrees/certificates were earned by Hispanic students,
- About 31-32% of students are white and about 33-34% of degrees/certificates were earned by white students,
- About 8-9% of students are Asian and about 7-8% of degrees/certificates were earned by Asian students,
- About 4% of students are black and about 2-6% of degrees/certificates were earned by black students,
- About 3% of students are Filipino and and 3% of degrees/certificates were earned by Filipino students.

There is another piece of information to consider. The comparison of the ratio of the number of students earned degree/certificate annually and the annual unduplicated headcount. See chart below. This comparison is not tracking a cohort of students instead this comparison is a trend analysis that is observing the snap shot longitudinally. The percentage of degree/certificate awarded of the College population is 4% for the academic year of 2009-10, 5% for the academic year of 2010-11, 6% for 2011-12, and 7% for 2012-13.

In summary, each year Cañada College awards 5-7% degrees/certificates of the student population.



Data from SMCCD Data Dashboard and Chancellor's Office Data Mart. Annual unduplicated headcounts include summer, fall, and spring.

E. Transfer

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

Based on Transfer Velocity data definition, the transfer rate was identified as a ratio of the number of first-time college students who completed 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 table below uses a total of 4 cohort years—the ration of number of students transferred (in 6 years to transfer, 5 years to transfer, 4 years to transfer, 3 years to transfer, and 2 years to transfer) divided by the number of cohort students.

- **Black, Hispanic** and Pacific Islander **underperform** in transfer. In addition, **the most increase for transfer rate** (over 10% increase) is between the **"3 Years to Transfer" and "4 Years to Transfer**".
- For 6 years to transfer, **Hispanics** students have the lowest transfer rate (28%) and followed by **black** (31%). Pacific Islander has only 22% transfer rate.
- For 6 years to transfer, **Asian** (65%), **Filipino** (58%), **and white** (53%) have the higher transfer rate.

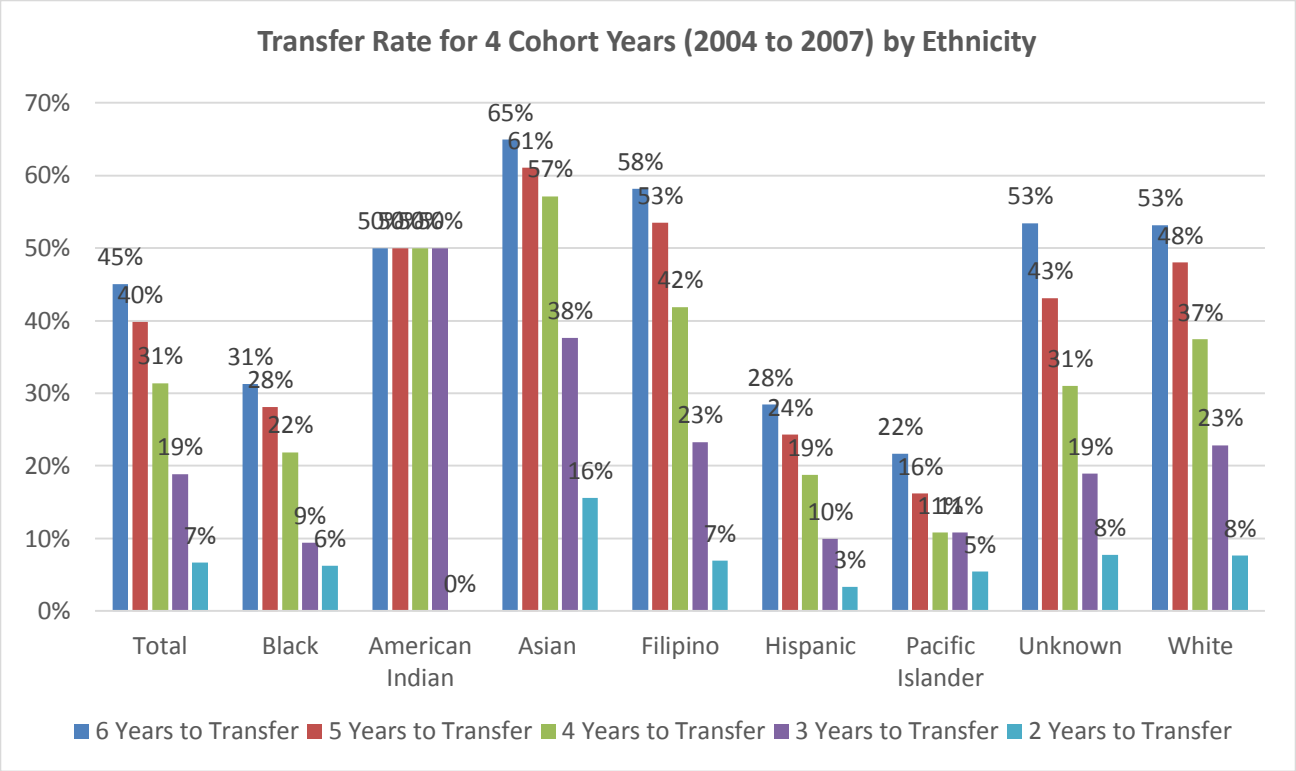
Data from Chancellor's Office	**Average Transfer Rate for 4 Cohort Years Cohort of 2004-05, 2005-06, 2006-07, 2007-08**				
	6 Years to Transfer	5 Years to Transfer	4 Years to Transfer	3 Years to Transfer	2 Years to Transfer
Total	**45%**	**40%**	**31%**	**19%**	**7%**
Black	31%	28%	22%	9%	6%
American Indian	50%	50%	50%	50%	0%
Asian	65%	61%	57%	38%	16%
Filipino	58%	53%	42%	23%	7%
Hispanic	28%	24%	19%	10%	3%
Pacific Islander	22%	16%	11%	11%	5%
Unknown	53%	43%	31%	19%	8%
White	53%	48%	37%	23%	8%

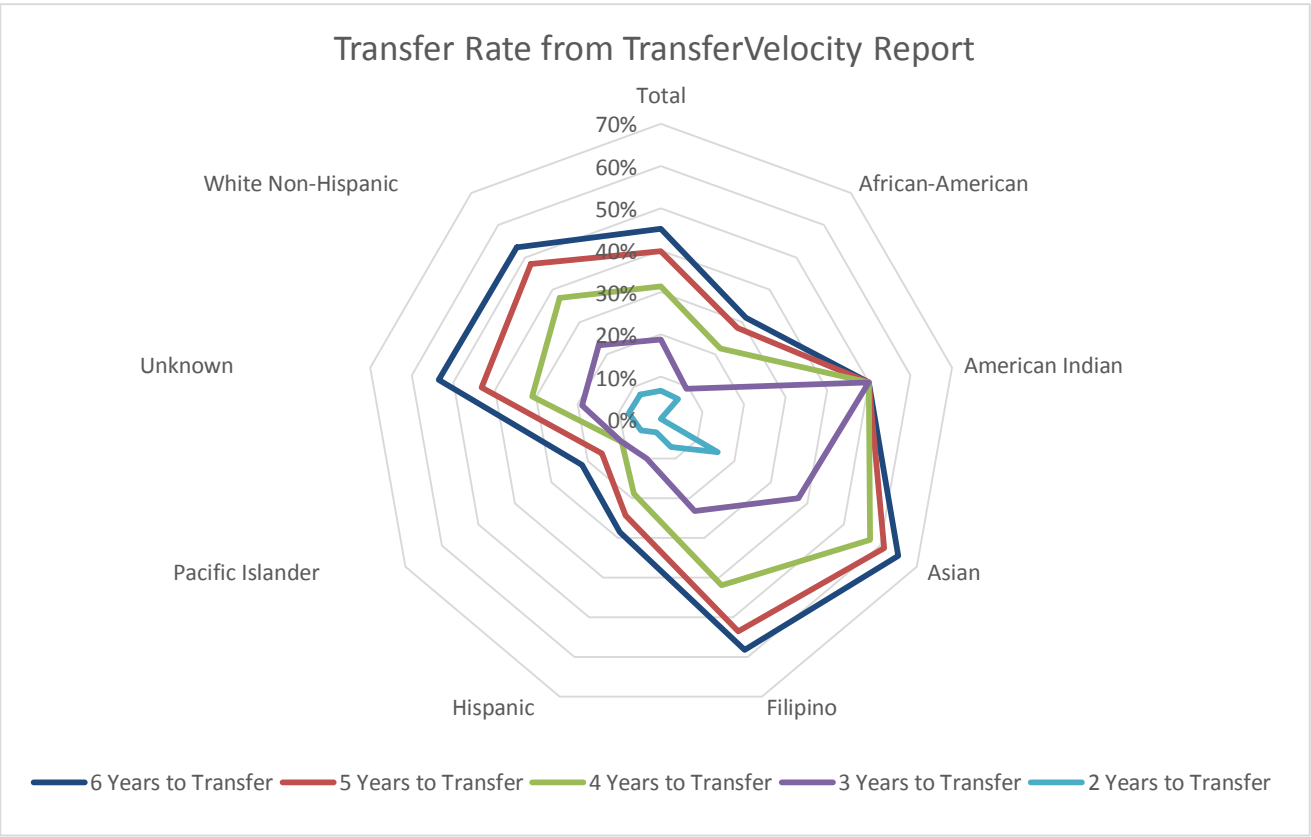
Data Source: Chancellor's Office Transfer Velocity.

These two tables displays numbers of transfers and number of cohorts by ethnicity. Therefore, readers know the volume of transfers.

	Numbers of Transfer for 4 Cohort Years Cohort of 2004-05, 2005-06, 2006-07, 2007-08				
Transfer	6 Years to Transfer	5 Years to Transfer	4 Years to Transfer	3 Years to Transfer	2 Years to Transfer
Total	537	475	374	225	80
Black	10	9	7	3	2
American Indian	2	2	2	2	0
Asian	50	47	44	29	12
Filipino	25	23	18	10	3
Hispanic	103	88	68	36	12
Pacific Islander	8	6	4	4	2
Unknown	62	50	36	22	9
White	277	250	195	119	40

	Numbers of Cohorts for the 4 Cohort Years Cohort of 2004-05 (N=244), 2005-06 (N=276), 2006-07 (N=369), 2007-08 (N=303)				
Cohort	6 Years to Transfer	5 Years to Transfer	4 Years to Transfer	3 Years to Transfer	2 Years to Transfer
Total	**1192**	**1192**	**1192**	**1192**	**1192**
Black	32	32	32	32	32
American Indian	4	4	4	4	4
Asian	77	77	77	77	77
Filipino	43	43	43	43	43
Hispanic	362	362	362	362	362
Pacific Islander	37	37	37	37	37
Unknown	116	116	116	116	116
White	521	521	521	521	521


Transfer Rate for 4 Cohort Years (2004 to 2007) by Ethnicity
70%
60%
50%
40%
30%
20%
10%
0%
45%
40%
31%
19%
7%
31%
28%
22%
9%
6%
0%
65%
61%
57%
38%
16%
58%
53%
42%
23%
7%
28%
24%
19%
10%
3%
22%
16%
5%
53%
43%
31%
19%
8%
53%
48%
37%
23%
8%
Total
Black
American Indian
Asian
Filipino
Hispanic
Pacific Islander
Unknown
White
6 Years to Transfer
5 Years to Transfer
4 Years to Transfer
3 Years to Transfer
2 Years to Transfer


Transfer Rate from TransferVelocity Report
Total
African-American
American Indian
Asian
Filipino
Hispanic
Pacific Islander
Unknown
White Non-Hispanic
70%
60%
50%
40%
30%
20%
10%
0%
6 Years to Transfer
5 Years to Transfer
4 Years to Transfer
3 Years to Transfer
2 Years to Transfer

Goals and Activities

Goals and Activities

Goals include performance measures for determining progress toward achieving the desired outcomes. The measures (activities) identify the baseline data findings from the basic research which forms the basis for noting an equity issues, as well as the amount of progress to be achieved. Target dates (Completion date) for achieving expected outcomes and responsible party are listed. Description of implementation actions to activities identified to address student equity goals will later be included in the progress report (a separate report).

Goals and activities also address disproportionate impact are included in the plan. The goals listed in this section also link to the budget and evaluation sections of the plan.

A. Access

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve"

Goal A.

To target outreach efforts that will result in a consistent pattern of access that reflects the service area population.

Activity A.1

Maintain HSI status by continuing outreach efforts that support access for Hispanic students.

Responsible Party: Outreach Office

Completion Date: Ongoing

Expected Outcome A.1: Greater than 25% of the College enrollment is Hispanic

Activity A.2

Identify best practices in the recruitment of Black and White students to Cañada College.

Responsible Party: Student Equity Committee

Completion Date: Fall 2014

Expected Outcome A.2: Access barriers identified

Activity A.3

Work with CIETL to use Focused Inquiry Network (FIN) to assist in A.2. (Identify best practices in the recruitment of Black and White students to Cañada College.)

Responsible Party: Student Equity Committee and CIETL

Completion Date: Fall 2014

Expected Outcome A.3: FIN formed and Report of access barriers identified prepared

B. Course Completion

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

Goal B.

To develop programs and activities to (a) improve overall course success rates and (b) ensure the course success rates are equitable among all of the ethnic groups, especially for black students.

Activity B.1

Offer professional development opportunities on best practices in serving the Black and Hispanic student populations for faculty and staff.

Responsible Party: CIETL and Student Equity Committee
Completion Date: Fall 2014
Expected Outcome B.1: Number of faculty and staff attending the trainings

Activity B.2

Collect information from our Black students on why they are not successful completing their courses and develop ways to improve their success.

Responsible Party: Deans
Completion Date: Fall 2014
Expected Outcome B.2: Plan for improving the course success rates based on information from our Black students

Activity B.3

Implement the plan for improving success for black students.

Responsible Party: Deans, key faculty, and key staff
Completion Date: Fall 2015
Expected Outcome B.3: Implement the plan and increase of 1% per year in success rate for Black and Hispanic students

Activity B.4

Research possibilities of mandating certain course-taking patterns to improve success of new students.

Responsible Party: Deans, key faculty, and key staff
Completion Date: Spring 2015
Expected Outcome B.4: Report on options for mandating courses.

Activity B.5

To ensure all new students persist from fall to spring as dictated by their educational goals by identifying ways to improve persistence for students.

Responsible Party: Deans, key faculty, and key staff
Completion Date: Fall 2015

Expected Outcome B.5: Increased persistence from fall to spring for all new students, especially Black students.

C. ESL and Basic Skills Completion

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

Goal C.

To increase the number of students who complete a degree-applicable course after having completed the final ESL course or the final basic skills courses.

Activity C.1

Basic Skills: Increase the completion of a degree-applicable course for Black students. The College could consider learning communities and/or developing more accelerated courses in Basic Skills areas.

Responsible Party: Deans and key faculty

Completion Date: Spring 2015

Expected Outcome C.1: Increased the completion rate for basic skills students, especially Black students.

D. Degree and Certificate Completion

"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal"

Goal D.

Increase the completion rate of students in degree and certificate programs.

Activity D.1

Increase the completion rates in degrees and certificates of Hispanic, male, Black, and Filipino students.

Responsible Party: Deans, key faculty, and key staff

Completion Date: Spring 2015

Expected Outcome D.1: Increased the completion rates in degrees and certificates of Hispanic, male, Black, and Filipino students.

Activity D.2

Develop clear pathways to completion.

Responsible Party: VPI and VPSS

Completion Date: Fall 2014

Expected Outcome D.2: Created clear pathways.

Activity D.3

Create a career pathway for students.

Responsible Party: Dean of Counseling

Completion Date: Fall 2014

Expected Outcome D.3: Created career pathway program.

Activity D.4

Contextualize curriculum for career relevance when possible.

Responsible Party: Deans including Dean of Counseling and key faculty

Completion Date: Fall 2014

Expected Outcome D.4: New curriculum developed.

E. Transfer

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

Goal E.

Increase the transfer rate using Transfer Velocity by demographics and special categories.

Activity E.1

Increase transfer rate for all groups.

Responsible Party: Deans

Completion Date: Fall 2014

Expected Outcome E.1: Increased transfer rate for all groups.

Activity E.2 (Same as D.2)

Develop clear pathways to completion plan.

Responsible Party: VPI and VPSS

Completion Date: Fall 2014

Expected Outcome D.2: Created clear pathways.

Activity E.3 (Same as D.2)

Create a career pathway plan for students.

Responsible Party: Dean of Counseling

Completion Date: Fall 2014

Expected Outcome D.3: Created career pathway program.

Activity E.4 (Same as D.2)

Contextualize curriculum for career relevance when possible.

Responsible Party: Deans including Dean of Counseling and key faculty

Completion Date: Fall 2014

Expected Outcome D.4: New curriculum developed.

Budget

Budget

This section list sources of funding for activities in the plan. The budget links to the goals and the evaluation sections of the plan.

Source of Funding

Evaluation Schedule and Process

Evaluation Schedule and Process

The Student Equity Plan will be reviewed annually by the Student Equity Committee to determine whether the College is on track towards achieving the goals. This Section indicates the schedule and process for evaluating progress in implementing the goals identified in the plan. The evaluation links to the goals and budget sections. The evaluation process also link to the College program review process. The process ensures how to address compliance issues and mitigate disproportionate impact where found.

A. Access

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve"

Goal A.

To target outreach efforts that will result in a consistent pattern of access that reflects the service area population.

Activity A.1

Maintain HSI status by continuing outreach efforts that support access for Hispanic students.

Responsible Party: Outreach Office

Completion Date: Ongoing

Expected Outcome A.1: Greater than 25% of the College enrollment is Hispanic

Activity A.2

Identify best practices in the recruitment of Black and White students to Cañada College.

Responsible Party: Student Equity Committee

Completion Date: Fall 2014

Expected Outcome A.2: Access barriers identified

Activity A.3

Work with CIETL to use Focused Inquiry Network (FIN) to assist in A.2. (Identify best practices in the recruitment of Black and White students to Cañada College.)

Responsible Party: Student Equity Committee and CIETL

Completion Date: Fall 2014

Expected Outcome A.3: FIN formed and Report of access barriers identified prepared

B. Course Completion

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

Goal B.

To develop programs and activities to (a) improve overall course success rates and (b) ensure the course success rates are equitable among all of the ethnic groups, especially for black students.

Activity B.1

Offer professional development opportunities on best practices in serving the Black and Hispanic student populations for faculty and staff.

Responsible Party: CIETL and Student Equity Committee
Completion Date: Fall 2014
Expected Outcome B.1: Number of faculty and staff attending the trainings

Activity B.2

Collect information from our Black students on why they are not successful completing their courses and develop ways to improve their success.

Responsible Party: Deans
Completion Date: Fall 2014
Expected Outcome B.2: Plan for improving the course success rates based on information from our Black students

Activity B.3

Implement the plan for improving success for black students.

Responsible Party: Deans, key faculty, and key staff
Completion Date: Fall 2015
Expected Outcome B.3: Implement the plan and increase of 1% per year in success rate for Black and Hispanic students

Activity B.4

Research possibilities of mandating certain course-taking patterns to improve success of new students.

Responsible Party: Deans, key faculty, and key staff
Completion Date: Spring 2015
Expected Outcome B.4: Report on options for mandating courses.

Activity B.5

To ensure all new students persist from fall to spring as dictated by their educational goals by identifying ways to improve persistence for students.

Responsible Party: Deans, key faculty, and key staff
Completion Date: Fall 2015

Expected Outcome B.5: Increased persistence from fall to spring for all new students, especially Black students.

C. ESL and Basic Skills Completion

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

Goal C.

To increase the number of students who complete a degree-applicable course after having completed the final ESL course or the final basic skills courses.

Activity C.1

Basic Skills: Increase the completion of a degree-applicable course for Black students. The College could consider learning communities and/or developing more accelerated courses in Basic Skills areas.

Responsible Party: Deans and key faculty

Completion Date: Spring 2015

Expected Outcome C.1: Increased the completion rate for basic skills students, especially Black students.

D. Degree and Certificate Completion

"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal"

Goal D.

Increase the completion rate of students in degree and certificate programs.

Activity D.1

Increase the completion rates in degrees and certificates of Hispanic, male, Black, and Filipino students.

Responsible Party: Deans, key faculty, and key staff

Completion Date: Spring 2015

Expected Outcome D.1: Increased the completion rates in degrees and certificates of Hispanic, male, Black, and Filipino students.

Activity D.2

Develop clear pathways to completion.

Responsible Party: VPI and VPSS

Completion Date: Fall 2014

Expected Outcome D.2: Created Comprehensive completion plan.

Activity D.3

Create a career pathway for students.

Responsible Party: Dean of Counseling

Completion Date: Fall 2014

Expected Outcome D.3: Created Career pathway program plan.

Activity D.4

Contextualize curriculum for career relevance when possible.

Responsible Party: Deans including Dean of Counseling and key faculty

Completion Date: Fall 2014

Expected Outcome D.4: New curriculum developed.

E. Transfer

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

Goal E.

Increase the transfer rate using Transfer Velocity by demographics and special categories.

Activity E.1

Increase transfer rate for all groups.

Responsible Party: Deans

Completion Date: Fall 2014

Expected Outcome E.1: Increased transfer rate for all groups.

Activity E.2 (Same as D.2)

Develop clear pathways to completion.

Responsible Party: VPI and VPSS

Completion Date: Fall 2014

Expected Outcome D.2: Created clear pathways.

Activity E.3 (Same as D.3)

Create a career pathway for students.

Responsible Party: Dean of Counseling

Completion Date: Fall 2014

Expected Outcome D.3: Created career pathway program.

Activity E.4 (Same as D.4)

Contextualize curriculum for career relevance when possible.

Responsible Party: Deans including Dean of Counseling and key faculty

Completion Date: Fall 2014

Expected Outcome D.4: New curriculum developed.

Attachments

Attachments

- Attachment A: Basic Research Data--Access
- Attachment B: Basic Research Data--Course Completion
- Attachment C: Basic Research Data—ESL and Basic Skills Completion
- Attachment D: Basic Research Data—Degree and Certificate Completion
- Attachment FE Basic Research Data--Transfer