

Cañada College

Student Equity Plan 2014 to 2017

SIGNATURE PAGE

District: San Mateo Community Colleges District

Date Approved by Board of Trustees: December 8, 2014

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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 2014-17 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

- Asian and white students are underrepresented at Cañada College. Asians account for 11 percent of the College's enrollment and 27 percent of the population in the San Mateo County service area. Whites account for 28 and 43 percent of the College's enrollment and the county's service area population, respectively.
- Hispanic students are overrepresented at the College as they account for 40 percent of the College's enrollment and only 23 percent of the county's service area population.
- To maintain our status as a Hispanic Service Institution (HSI), the college needs to maintain an enrollment level of at least 25% of its students being identified as Hispanic.
- Low income residents between the ages of 18 and 64 are overrepresented at Cañada College. They account for 45 percent of the College's enrollment and 12 percent of the San Mateo County service area population.

- Students who are veterans are underrepresented at the College as they account for 1.5 percent of the College's population but 5.5 percent of the San Mateo County service area population.

Successful Course Completion

- **Hispanic** (58%), Pacific Islander (53%), and **African American** (48%) students consistently perform below the College average (62%), especially black students.
- **Asian** (73%) and **white** (68%) students **perform above** the College average (62%).
- **Students who are *not* low income** (65%) **perform slightly higher than students who are identified as low income** (60%).

ESL and Basic Skills Completion

English completion

- An **average of 45%** of Cañada students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Thirty-two percent (**32%**) of **African American** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Forty-five percent (**45%**) of **Hispanic** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Thirty-eight percent (**38%**) of **Asian** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Forty-six percent (**46%**) of **white** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).

Math completion

- An **average of 30%** of Cañada students who enrolled in math 120 (one level below transfer math) were progressed to and successfully completed math 125 (a transferable math course).
- Thirteen percent (**13%**) of **African American** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Twenty-eight percent (**28%**) of **Hispanic** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Eleven percent (**11%**) of **Asian** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).

- Thirty-one percent (**31%**) of **white** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Twenty-nine percent (**29%**) of **low income** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Twenty-six percent (**26%**) of **students who are Not low income** and enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).

ESL completion

- An **average of 56%** of Cañada students who enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Fifty-six percent (**56%**) of **Hispanic** students who enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Sixty percent (**60%**) of **low income** students who enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Forty-three percent (**43%**) of **students who are Not low income** and enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).

Degree & Certificate Completion

- An **average of 37%** of Cañada students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-two percent (**32%**) of **African American** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-two percent (**32%**) of **Filipino** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Forty percent (**40%**) of **Hispanic** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-eight percent (**38%**) of **white** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-seven percent (**37%**) of **low income** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-six percent (**36%**) of **students who are Not low income** and had degree or certificate as their matriculation goal earned a degree and/or certificate.

Transfer

- An **average of 41%** of Cañada students were transfer ready in 2008-2009 and transferred within 6 years.
- Forty-one percent (**41%**) of **African American** students were transfer ready in 2008-2009 and transferred within 6 years.

- Thirty-three percent (**33%**) of **Asian** students were transfer ready in 2008-2009 and transferred within 6 years.
- Thirty-one percent (**31%**) of **Hispanic** students were transfer ready in 2008-2009 and transferred within 6 years.
- Thirty-eight percent (**38%**) of **low income** students were transfer ready in 2008-2009 and transferred within 6 years.
- Forty-four percent (**44%**) of **students who are Not low income** and were transfer ready in 2008-2009 and transferred within 6 years.

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:

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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. In August 2014, the Equity Committee was combined with the Basic Skills Taskforce to create the Academic Committee for

Equity & Success (ACES) 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 September 2014, reviewed and received feedback from planning committees in the month of October and November 2014, was approved by the Planning and Budgeting Council (PBC) on November 19th, 2014, and was approved and adopted by San Mateo Community Colleges District Board of Trustees on December 8th, 2014. The plan was submitted to the Chancellor's Office by January 5, 2015.

CAMPUS-BASED RESEARCH

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.

Data Included:

Table A1: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, fall 2012 – spring 2013

Table A2: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, fall 2012 – spring 2013

Table A3: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Age, fall 2012 – spring 2013

Table A4: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, fall 2012 – spring 2013

Table A5: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, fall 2012 – spring 2013

Table A6: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Veterans Status, fall 2012 – spring 2013

Table A7: Comparison of Cañada College Students Residing in San Mateo County vs. San Mateo County Residents, by Foster Youth Status, fall 2012 – spring 2013

Notes:

- The key reference indicator for access is the “P Index”, which is the percentage of the Cañada College subgroup divided by the percentage of the county subgroup (e.g., for Hispanics, the index is 39.8% divided by 20.0% = 1.21). A P index value of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all San Mateo County residents and that same population comprised 10.0% of all Cañada College students, the P Index would = 1.00. Any value less than 1.00 indicates that a specific San Mateo County population is under-represented in Cañada College's student body. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- The proportionality metric is not intended to specify at which point a proportionality index should be considered as a “disproportionate impact.” The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.

- For example, the age data presented in Table A3 reveals varying degrees of both under- and overrepresentation for various age categories. These range from a P Index = 4.62 for Cañada College students aged 20 – 24 to a P Index = 0.11 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of Cañada College's programs, services, and the larger college participation rates of these 2 groups.

Summary:

- Asian and white students are overrepresented at Cañada College. Asians account for 11 percent of the College's enrollment and 27 percent of the population in the San Mateo County service area. Whites account for 28 and 43 percent of the College's enrollment and the county's service area population, respectively.
- Hispanic students are overrepresented at the College as they account for 40 percent of the College's enrollment and only 23 percent of the county's service area population.
- To maintain our status as a Hispanic Service Institution (HSI), the college needs to maintain an enrollment level of at least 25% of its students being identified as Hispanic.
- Low income residents between the ages of 18 and 64 are overrepresented at Cañada College. They account for 45 percent of the College's enrollment and 12 percent of the San Mateo County service area population.
- Students who are veterans are underrepresented at the College as they account for 1.5 percent of the College's population but 5.5 percent of the San Mateo County service area population.

Section 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 percentage is frequently calculated as a participation rate.

Table A1:
Access by
race/ethni
city

San Mateo County Residents	Cañada College Students Residing in San Mateo County			P inde x	
	Cou nt	Per cent	Cou nt	Percent	
Total 15 years and older	611, 022		6,2 03		
African American	16,0 70	2.6 %	212	3.4%	1.3 1
Asian American	1,00 3	0.2 %	15	0.2%	1.2 1
Indian/ Alaska Native	165, 048	27. 0%	695	11.2%	0.4 1
Hispanic	142, 187	23. 3%	2,4 69	39.8%	1.7 1
Multi races	14,6 61	2.4 %	775	12.5%	5.2 1
Pacific Islander	8,31 7	1.4 %	113	1.8%	1.3 0
White	263, 736	43. 2%	1,7 23	27.8%	0.6 4
Other	N/A	N/ A	N/ A	0.0%	--
Unknown			N/A	N/A	20 1 3.2% -

Sources: U.S.
 Census
 Bureau,
 Annual
 County
 Resident
 Population
 Estimates by
 Age, Sex,
 Race, and

Hispanic
 Origin: April
 1, 2010 to
 July 1, 2013
 (CC-
 EST2012-
 ALldata-
 [ST[FIPS]);
 SMCCCD
 Student
 Database
 (2013/14).

Table A2:
Access by
Gender

		Cañada			P ind ex
San Mateo County	Students Residing in San Mateo County	Co unt	Percen t	Co unt	
	Cou nt	Per cen t	Co unt	Percen t	
Total 15 years and older	611, 022		6,2 03		
Male	298, 662	48. 9%	2,3 37	37.7%	0.7 7
Female	312, 360	51. 1%	3,7 22	60.0%	1.1 7
Unrecorded				N/A	14 4
			N/A		2.3% -

Sources: U.S.
 Census
 Bureau,
 Annual
 County
 Resident
 Population
 Estimates by
 Age, Sex,
 Race, and
 Hispanic
 Origin: April
 1, 2010 to
 July 1, 2013

(CC-
EST2012-
ALLDATA-
[ST[FIPS]];
SMCCCD
Student
Database
(2013/14).

Table A3:
Access by
Age

	Cañada			P ind ex
	San Mateo County Residents	College Students	Residing in San Mateo County	
	Cou nt	Per cen t	Co unt	Percen t
Total 15 years and older	611, 022		6,2 03	
15 to 19 years	40,9 13	6.7 %	1,1 25	18.1% 2.7 1
20 to 24 years	41,6 25	6.8 %	1,9 51	31.5% 4.6 2
25 to 29 years	49,6 03	8.1 %	954	15.4% 1.8 9
30 to 39 years	108, 606	17. 8%	972	15.7% 0.8 8
40 to 49 years	111, 108	18. 2%	625	10.1% 0.5 5
50 to 59 years	107, 454	17. 6%	401	6.5% 0.3 7
60 years or older			151,7 13	24.8 % 17 5 2.8% 0. 1 1

Sources: U.S. Census Bureau, Annual County Resident
Population Estimates by Age, Sex, Race, and Hispanic Origin:
April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-
[ST[FIPS]]; SMCCCD Student Database (2013/14).

Table A4: Access by Disability Status

	San Mateo County Residents			Cañada College Students Residing in San Mateo County			
	Total	With a disability	Percent with a disability	Total	With a disability	Percent with a disability	P index
Persons 18 to 64 years	461,948	23,394	5.1%	5,823	332	5.7%	1.13
Persons 65 years and over	94,802	28,751	30.3%	85	3	3.5%	0.12

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table S1810: Disability Characteristics; SMCCCD Student Database (2013/14).

Table A5: Access by Income Level

	San Mateo County Low Income Residents			Cañada College Low Income Students Residing in San Mateo County			
	Total	Count	Percent	Total	Count	Percent	P index
Persons 18 to 64 years	461,331	56,852	12.3%	5,823	2,638	45.3%	3.68
Persons 65 years and over	94,802	12,774	13.5%	85	11	12.9%	0.96

Low Income Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table B17024: Age by Ratio of Income to Poverty; SMCCCD Student Database, Financial Aid Awards 2013/14.

Table A6: Access by Veterans Status

	San Mateo County Veterans Status			Cañada College Low Veteran Students Residing in San Mateo County			
	Total	Count	Percent	Total	Count	Percent	P index
Veterans (2008-2012)	611,022	33,337	5.5%	6,203	93	1.5%	0.27

Sources: U.S. Census Bureau, State & County QuickFacts (<http://quickfacts.census.gov/qfd/states/06/06081.html>); SMCCCD Student Database (2013/14).

Table A7: Access by Foster Youth Status

San Mateo County Foster Youth			Cañada College Low Veteran Students Residing in San Mateo County				
	Total	Count	Percent	Total	Count	Percent	P index
Foster Youth	44,937	130	0.3%	6,203	16	0.3%	0.89

Lucille Packard Foundation for Children's Health, kidsdata.org; State of California Department of Finance, Report P-3: State and County Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060; SMCCCD Student Database (2013/14).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid.

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

Data Included:

- Table B1: Successful Course Completion, fall 2013 – spring 2014

Notes:

- Table B1 displays successful course completion rates of Cañada College students enrolled in Fall 2013 and Spring 2014, combined. Successful course completion = earning a grade of A, B, C, P, or CR. Enrollment and completion data presented are counts of all courses attempted/completed—not student headcount.
- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the population with ten or more students that has the highest rate for the respective grouping. 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 used 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.
- Using this methodology, the 80% Index data column in Table 1 highlights the extent to which various populations’ successful course completion rates are within or outside of the 80% standard.
- Using race/ethnicity as an example. Students self-identifying as Filipino have the highest completion rate at Cañada College. This population’s success rate becomes the reference population standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students self-identifying as African-American is = 48.0%. This figure is 64.4% of the reference group’s success rate of 74.5%. Hence, their 80% Index = 64.4% and is below the 80% rule--and could be considered suffering disproportionate impact.
- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate

conversation and additional investigation into areas where disproportionate impact may be affecting student success.

- Care should be taken when interpreting results with low subgroup counts.

Summary:

- **Hispanic** (58%), Pacific Islander (53%), **and African American** (48%) students consistently perform below the **College average** (62%), especially black students.
- **Asian** (73%) and **white** (68%) students **perform above** the College average (62%).
- **Students who are not low income** (65%) **perform slightly higher than students who are identified as low income** (60%).

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.

Table B1: Course completion by population group		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion (duplicated)	80% Index	
				Count	Rate	
Ethnicity	African American	379	1,480	710	48.0%	64.4%
	American Indian/Alaskan Native	27	104	56	53.8%	72.2%
	Asian	864	2,268	1,649	72.7%	97.5%
	Filipino	380	825	615	74.5%	100.0%
	Hispanic	3,738	13,680	7,956	58.2%	78.0%
	Multi Races	1,290	4,619	2,789	60.4%	81.0%
	Pacific Islander	156	555	292	52.6%	70.6%
	White	2,824	9,039	6,195	68.5%	91.9%
	Unknown	1,089	1,089	705	64.7%	86.8%
	<i>Total</i>	<i>10,747</i>	<i>33,659</i>	<i>20,967</i>	<i>62.3%</i>	<i>83.6%</i>
	Female	6,088	20,354	13,045	64.1%	100.0%

Gender	Male	3,670	12,719	7,510	59.0%	92.1%
	Not recorded	253	686	412	60.1%	93.7%
	Total	10,011	33,759	20,967	62.1%	96.9%
Age	Younger than 20	1,628	6,823	4,154	60.9%	85.9%
	20 - 24	3,091	11,908	7,185	60.3%	85.1%
	25 - 29	1,625	4,731	2,918	61.7%	87.0%
	30 - 39	1,660	4,735	3,030	64.0%	90.3%
	40 - 49	1,044	3,106	1,990	64.1%	90.4%
	50 - 59	651	1,749	1,192	68.2%	96.2%
	<i>60 and older</i>	302	673	477	70.9%	100.0%
	Total	10,001	33,725	20,946	62.1%	87.6%
Disability Status	Receives DSPS services	529	2,094	1,204	57.5%	92.1%
	No DSPS services	9,480	31,665	19,763	62.4%	100.0%
	Total	10,009	33,759	20,967	62.1%	99.5%
Economic Status	Low income student	4,263	16,813	10,007	59.5%	92.0%
	Not low income	5,746	16,946	10,960	64.7%	100.0%
	Total	10,009	33,759	20,967	62.1%	96.0%
Probation 1 Status	On probation 1 status	787	2,359	457	19.4%	29.1%
	Not on probation 1 status	9,880	31,400	20,923	66.6%	100.0%
	Total	10,667	33,759	21,380	63.3%	95.0%
Probation 2 Status	On probation 2 status	498	1,260	386	30.6%	47.4%
	Not on probation 2 status	10,169	32,499	20,994	64.6%	100.0%
	Total	10,667	33,759	21,380	63.3%	98.0%
	On dismissal status	428	1,066	198	18.6%	28.7%
	Not on dismissal status	10,239	32,693	21,182	64.8%	100.0%

Dismissal		Total	10,667	33,759	21,380	63.3%	97.7%
Veterans Status	Veteran	159	559	346	61.9%	95.8%	
	Not a Veteran	9,850	33,200	20,621	62.1%	96.1%	
	Total	10,009	33,759	20,967	62.1%	96.1%	
Foster Youth Status	Foster Youth	18	95	43	45.3%	70.1%	
	Not Foster Youth	9,991	33,664	20,924	62.2%	96.2%	
	Total	10,009	33,759	20,967	62.1%	96.1%	
Reference		group is italicized and shaded <i>white</i> , subgroups suffering disproportionate impact are shaded dark green.					
Low Income		Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).					
Foster Youth		status at Cañada College includes students receiving					

a Chafee Grant
and/or
identifying
themselves as an
orphan/ward of
the court of the
Free Application
for Federal
Student Aid.

C. ESL and Basic Skills Completion

The 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 ESL or basic skills course.

Data Included:

- Student Progression from a one level below transfer English course to completion of a transfer level English course, 2010/11 – 2013/14
- Student Progression from a one level below transfer Math course to completion of a transfer level Math course, 2010/11 – 2013/14
- Student Progression from a one level below transfer ESL course to completion of a transfer level ESL course, 2010/11 – 2013/14

Notes:

- The data presented in Tables C1-C3 tracks the progression of students who initially enroll in specified 'target' coursework during Academic Year 2010-11 (Summer-Fall-Spring) and who subsequently enroll in specified higher level coursework within the discipline. All course outcomes are tracked through spring 2014.
- The primary Student Equity Plan reference point is the "80% Index". This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The 'reference population' is the population with ten or more students that has the highest rate for the respective grouping. 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 used 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.
- Using this methodology, the 80% Index data column in Tables C1 – C3 highlights the extent to which various populations' progression rates are within or outside of the 80% standard.
- Using Table C1 and age as an example. Students 20-24 are the population with the highest rate of English completion at Cañada College. This population's success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students 30-39 = 46.9%. This figure is 90.4% of the reference group's success rate of 51.9%. Hence, their 80% Index = 90.4% and is not below the 80% rule--and is not considered to be suffering disproportionate impact.

- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts.

Summary:**English completion**

- An **average of 45%** of Cañada students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Thirty-two percent (**32%**) of **African American** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Forty-five percent (**45%**) of **Hispanic** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Thirty-eight percent (**38%**) of **Asian** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Forty-six percent (**46%**) of **white** students who enrolled in English 836 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).

Math completion

- An **average of 30%** of Cañada students who enrolled in math 120 (one level below transfer math) were progressed to and successfully completed math 125 (a transferable math course).
- Thirteen percent (**13%**) of **African American** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Twenty-eight percent (**28%**) of **Hispanic** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Eleven percent (**11%**) of **Asian** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Thirty-one percent (**31%**) of **white** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).
- Twenty-nine percent (**29%**) of **low income** students who enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).

- Twenty-six percent (**26%**) of students who are Not low income and enrolled in math 120 (one level below transfer math) progressed to and successfully completed math 125 (a transferable math course).

ESL completion

- An **average of 56%** of Cañada students who enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Fifty-six percent (**56%**) of **Hispanic** students who enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English).
- Sixty percent (**60%**) of **low income** students who enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).
- Forty-three percent (**43%**) of students who are Not low income and enrolled in ESL 400 (one level below transfer English) progressed to and successfully completed English 100 (a transferable English course).

The 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 ESL or basic skills course.

Table C1: English completion by population group

		Enrolled in a one level below transfer English course (unduplicated)	Progressed to and successfully completed a transferable English course		80% Index
			Count	Row %	
Ethnicity	African American	38	12	31.6%	50.0%
	American Indian/Alaskan				
	Native	1	0	0.0%	0.0%
	Asian	13	5	38.5%	60.9%
	Filipino	16	9	56.3%	89.1%
	Hispanic	245	111	45.3%	71.7%
	Multi Races	46	22	47.8%	75.7%
	Pacific Islander	23	10	43.5%	68.8%
	White	98	45	45.9%	72.7%
Gender	<i>Unknown</i>	19	12	63.2%	100.0%
	Total	499	226	45.3%	71.7%
	Female	277	134	48.4%	100.0%
	Male	207	92	44.4%	91.9%
Age	Not recorded	15	3	20.0%	41.3%
	Total	499	229	45.9%	94.9%
	Younger than 20	131	50	38.2%	73.6%
	20 - 24	243	126	51.9%	100.0%
	25 - 29	62	28	45.2%	87.1%

	30 - 39	32	15	46.9%	90.4%
	40 - 49	13	4	30.8%	59.3%
	50 - 59	13	6	46.2%	89.0%
	60 and older	1	0	0.0%	0.0%
	Total	495	229	46.3%	89.2%
Disability Status	Receives <i>DSPS services</i>	47	27	57.4%	100.0%
	No <i>DSPS services</i>	455	203	44.6%	77.7%
	Total	502	230	45.8%	79.8%
Economic Status	Low <i>income student</i>	328	161	49.1%	100.0%
	Not low income	168	68	40.5%	82.5%
	Total	496	229	46.2%	94.1%
Probation 1 Status	On <i>probation 1 status</i>	90	16	17.8%	33.9%
	Not on <i>probation 1 status</i>	406	213	52.5%	100.0%
	Total	496	229	46.2%	88.0%
Probation 2 Status	On <i>probation 2 status</i>	23	2	8.7%	18.1%
	Not on <i>probation 2 status</i>	473	227	48.0%	100.0%
	Total	496	229	46.2%	96.2%
Dismissal Status	On <i>dismissal status</i>	30	4	13.3%	27.6%
	Not on <i>dismissal status</i>	466	225	48.3%	100.0%
	Total	496	229	46.2%	95.6%
Veterans Status	Veteran	7	3	42.9%	92.9%
	Not a Veteran	490	226	46.1%	100.0%
	Total	497	229	46.1%	99.9%
Foster Youth Status	Foster Youth	9	4	44.4%	44.4%
	Not Foster Youth	487	225	46.2%	46.2%
	Total	496	229	46.2%	46.2%

Reference

group is shaded
white, subgroups
suffering
disproportionate
impact are shaded
dark green.

In 2010/11,
English 836 is
used as the English
course that is one
level below
transfer.

English courses
included as
transfer level are
English 100, 110,
161, 162, 164,
and 165.

Low Income
Cañada College
students include
any receiving a
BOG A or B
waiver, CARE
grant, Chafee
grant, Pell grant,
or Supplemental
Educational
Opportunity Grant
(SEOG).

Foster Youth
status at Cañada
College includes
students receiving
a Chafee Grant

and/or identifying
themselves as an
orphan/ward of
the court of the
Free Application
for Federal
Student Aid.

The 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 ESL or basic skills course.

Table C2: Math completion by population group

	Enrolled in a one level below transfer Math course (unduplicated)	Progressed to and successfully completed a transferable Math course		80% Index
		Count	Row %	
Ethnicity	African American	39	5	12.8%
	American Indian/Alaskan Native	3	1	33.3%
	Asian	45	5	11.1%
	Filipino	33	9	27.3%
	Hispanic	300	84	28.0%
	Multi Races	66	21	31.8%
	<i>Pacific Islander</i>	14	5	35.7%
	White	292	89	30.5%
Gender	Unknown	58	15	25.9%
	Total	850	234	27.5%
	Female	509	139	27.3%
	Male	318	92	28.9%
Age	Not recorded	15	2	13.3%
	Total	842	233	27.7%
	Younger than 20	207	36	17.4%
	20 - 24	364	119	32.7%
	25 - 29	117	29	24.8%
				69.4%

	30 - 39	80	28	35.0%	98.0%
	40 - 49	42	15	35.7%	100.0%
	50 - 59	17	3	17.6%	49.4%
	60 and older	8	2	25.0%	70.0%
	Total	835	232	27.8%	77.8%
Disability Status	Receives <i>DSPS services</i>	54	15	27.8%	100.0%
	No <i>DSPS services</i>	790	218	27.6%	99.3%
	Total	844	233	27.6%	99.4%
Economic Status	<i>Low income student</i>	443	129	29.1%	100.0%
	Not low income	397	104	26.2%	90.0%
	Total	840	233	27.7%	95.3%
Probation 1 Status	<i>On probation 1 status</i>	79	11	13.9%	47.7%
	<i>Not on probation 1 status</i>	761	222	29.2%	100.0%
	Total	840	233	27.7%	95.1%
Probation 2 Status	<i>On probation 2 status</i>	71	6	8.5%	28.6%
	<i>Not on probation 2 status</i>	769	227	29.5%	100.0%
	Total	840	233	27.7%	94.0%
Dismissal Status	<i>On dismissal status</i>	21	4	19.0%	68.1%
	<i>Not on dismissal status</i>	819	229	28.0%	100.0%
	Total	840	233	27.7%	99.2%
Veterans Status	Veteran	14	2	14.3%	51.1%
	Not a Veteran	826	231	28.0%	100.0%
	Total	840	233	27.7%	99.2%
Foster Youth Status	<i>Foster Youth</i>	3	0	0.0%	0.0%
	<i>Not Foster Youth</i>	837	233	27.8%	27.8%
	Total	840	233	27.7%	27.7%

Reference

group is shaded *white*, subgroups suffering disproportionate impact are shaded *dark green*.

In 2010/11, **Math 120, 122, and 123** were used as the Math courses that are one level below transfer.

Math courses

included as transfer level are **Math 125, 130, 140, 200, 222, 241, 242, 251, 252, 253, 270, 275, and 695**.

Low Income

Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth

status at Cañada

College includes
students receiving
a Chafee Grant
and/or identifying
themselves as an
orphan/ward of
the court of the
Free Application
for Federal
Student Aid.

The 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 ESL or basic skills course.

Table C3: ESL completion by population group

		Enrolled in a one level below transfer ESL course (unduplicated)	Progressed to and successfully completed ENGL 100		80% Index
			Count	Row %	
Ethnicity	African American	1	0	0.0%	0.0%
	American Indian/Alaskan Native	0	0	--	--
	Asian	6	4	66.7%	88.9%
	Filipino	1	1	100.0%	133.3%
	Hispanic	84	47	56.0%	74.6%
	Multi Races	3	1	33.3%	44.4%
	Pacific Islander	1	0	0.0%	0.0%
	White	12	9	75.0%	100.0%
	Unknown	10	4	40.0%	53.3%
Gender	Total	118	66	55.9%	74.6%
	Female	59	33	55.9%	93.8%
	Male	52	31	59.6%	100.0%
	Not recorded	7	2	28.6%	47.9%
Age	Total	118	66	55.9%	93.8%
	Younger than 20	10	3	30.0%	37.5%
	20 - 24	20	16	80.0%	100.0%
	25 - 29	22	10	45.5%	56.8%
	30 - 39	40	24	60.0%	75.0%

	40 - 49	15	8	53.3%	66.7%
	50 - 59	3	3	100.0%	125.0%
	60 and older	3	0	0.0%	0.0%
	Total	113	64	56.6%	70.8%
Disability Status	Receives DSPS services	3	0	0.0%	0.0%
	No DSPS services	115	66	57.4%	100.0%
	Total	118	66	55.9%	97.5%
Economic Status	Low income student	97	57	58.8%	100.0%
	Not low income	21	9	42.9%	72.9%
	Total	118	66	55.9%	95.2%
Probation 1 Status	On probation 1 status	6	0	0.0%	0.0%
	Not on probation 1 status	112	66	58.9%	100.0%
	Total	118	66	55.9%	94.9%
Probation 2 Status	On probation 2 status	1	0	0.0%	0.0%
	Not on probation 2 status	117	66	56.4%	100.0%
	Total	118	66	55.9%	99.2%
Dismissal Status	On dismissal status	0	0	--	--
	Not on dismissal status	118	66	55.9%	100.0%
	Total	118	66	55.9%	100.0%
Veterans Status	Veteran	1	0	0.0%	0.0%
	Not a Veteran	117	66	56.4%	100.0%
	Total	118	66	55.9%	99.2%

Reference

group is shaded
white, subgroups
 suffering
 disproportionate
 impact are shaded
dark green.

In 2010/11, ESL 400 is used as the ESL course that is one level below transfer.

For ESL, the transfer level course students would take is English 100.

LOW Income
Cañada College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth
status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid. No Foster Youth students were

identified in this
analysis.

D. Degree or Certificate

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.

Data Included:

- Degree and Certificate completion rates, 2010/11 – 2013/14.

Notes:

- Students with an informed matriculation goal were identified as those recorded in the Student Activities Reporting System (SARS) as having met with a counselor during the Summer 2010, Fall 2010, or Spring 2011 terms to discuss their education plan or degree/certificate requirements.
- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the population with ten or more students that has the highest rate for the respective grouping. 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 used 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.
- Using this methodology, the 80% Index data column in Table E1 highlights the extent to which various populations’ transfer rates are within or outside of the 80% standard.
- Using gender as an example. Students self-identifying as female have the highest degree or certificate rate at Cañada College. This group’s success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students self-identifying as male is = 32.2%. This figure is 81.1% of the reference group’s success rate of 39.7%. Hence, their 80% Index = 81.1% and is not below the 80% rule--and is not considered to be suffering disproportionate impact.
- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts.

Summary:

- An **average of 37%** of Cañada students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-two percent (**32%**) of **African American** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-two percent (**32%**) of **Filipino** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Forty percent (**40%**) of **Hispanic** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-eight percent (**38%**) of **white** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-seven percent (**37%**) of **low income** students who had degree or certificate as their matriculation goal earned a degree and/or certificate.
- Thirty-six percent (**36%**) of **students who are Not low income** and had degree or certificate as their matriculation goal earned a degree and/or certificate.

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 education plan developed with a counselor/advisor.

Table D1: Degree and Certificate completion by population group

		Students with degree or certificate as their matriculation goal	Students who earned a degree and/or certificate		80% Index
			Count	Row %	
Ethnicity	African American	78	25	32.1%	70.5%
	American Indian/Alaskan Native	2	1	50.0%	110.0%
	Asian	44	20	45.5%	100.0%
	Filipino	25	8	32.0%	70.4%
	Hispanic	411	165	40.1%	88.3%
	Multi Races	69	13	18.8%	41.4%
	Pacific Islander	27	8	29.6%	65.2%
	White	312	121	38.8%	85.3%
	Unknown	99	30	30.3%	66.7%
Gender	Total	1,067	391	36.6%	80.6%
	Female	675	268	39.7%	100.0%
	Male	342	110	32.2%	81.0%
	Not recorded	50	13	26.0%	65.5%
Age	Total	1,067	391	36.6%	92.3%
	Younger than 20	183	53	29.0%	49.6%
	20 - 24	422	157	37.2%	63.8%
	25 - 29	141	51	36.2%	62.0%

	30 - 39	140	53	37.9%	64.9%
	40 - 49	93	39	41.9%	71.9%
	50 - 59	39	22	56.4%	96.7%
	60 and older	12	7	58.3%	100.0%
	Total	1,030	382	37.1%	63.6%
Disability Status	Receives DSPS services	88	3	3.4%	8.6%
	No DSPS services	979	388	39.6%	100.0%
	Total	1,067	391	36.6%	92.5%
Economic Status	Low income student	692	257	37.1%	100.0%
	Not low income	375	134	35.7%	96.2%
	Total	1,067	391	36.6%	98.7%
Probation 1 Status	On probation 1 status	73	3	4.1%	10.5%
	Not on probation 1 status	994	388	39.0%	100.0%
	Total	1,067	391	36.6%	93.9%
Probation 2 Status	On probation 2 status	84	6	7.1%	19.8%
	Not on probation 2 status	1,067	385	36.1%	100.0%
	Total	705	391	55.5%	153.7%
Dismissal Status	On dismissal status	32	0	0.0%	0.0%
	Not on dismissal status	1,035	391	37.8%	100.0%
	Total	1,067	391	36.6%	97.0%
Veterans Status	Veteran	13	3	23.1%	62.7%
	Not a Veteran	1,054	388	36.8%	100.0%
	Total	1,067	391	36.6%	99.5%
Reference group is shaded <u>white</u> , subgroups suffering disproportionate impact are shaded <u>dark green</u> .					
LOW income Cañada College students include any receiving a BOG A or B					

wavier, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

Foster Youth status at Cañada College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid. Less than 10 Foster Youth were identified in this analysis. They were not included in this analysis for privacy reasons as described in:
<http://nces.ed.gov/pubs2012/2012151.pdf>.

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.

Data Included:

- Transfer rates, 2008/09 – 2013/14.

Notes:

- Cañada students identified as transfer ready are those who completed 12 or more units and attempted a transfer level mathematics or English course during the 2008/09 academic year (which included summer 2008, fall 2008, and spring 2009).
- Transfer data is obtained from a match of Cañada College students with the national database of students enrolled in four-year colleges available from the National Student Clearinghouse (NSC). The NSC is the closest thing the US has to a national student-level record system. However, the NSC database is limited by FERPA-suppressed student records and matching errors due to typographic inaccuracies in student names. Therefore, a number of Cañada College students *may be omitted* from the NSC database.
- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the population with ten or more students that has the highest rate for the respective grouping. 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 used 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.
- Using this methodology, the 80% Index data column in Table E1 highlights the extent to which various populations’ transfer rates are within or outside of the 80% standard.
- Using race/ethnicity as an example. Students self-identifying as Filipino have the highest transfer rate at Cañada College. This group’s success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students self-identifying as African American is = 40.7%. This figure is 77.0% of the reference group’s success rate of 52.9%. Hence, their 80% Index = 77.0% and is below the 80% rule--and could be considered suffering disproportionate impact.

- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts.

Summary:

- An **average of 41%** of Cañada students were transfer ready in 2008-2009 and transferred within 6 years.
- Forty-one percent (**41%**) of **African American** students were transfer ready in 2008-2009 and transferred within 6 years.
- Thirty-three percent (**33%**) of **Asian** students were transfer ready in 2008-2009 and transferred within 6 years.
- Thirty-one percent (**31%**) of **Hispanic** students were transfer ready in 2008-2009 and transferred within 6 years.
- Thirty-eight percent (**38%**) of **low income** students were transfer ready in 2008-2009 and transferred within 6 years.
- Forty-four percent (**44%**) of **students who are Not low income** and were transfer ready in 2008-2009 and transferred within 6 years.

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.

Table E1: Transfer by population group

	Transfer Ready Sum08,FA08,SP09	Transferred to a four-year institution		80% Index
		Count	Rate	
Ethnicity	African American	27	11	40.7%
	American Indian/Alaskan			
	Native	3	2	66.7%
	Asian	54	18	33.3%
	Filipino	17	9	52.9%
	Hispanic	295	92	31.2%
	Multi Races	0	0	--
	Pacific Islander	17	2	11.8%
	White	314	156	49.7%
	Unknown	96	47	49.0%
Gender	Total	823	337	40.9%
	Female	442	189	42.8%
	Male	364	143	39.3%
	Not recorded	17	5	29.4%
Age	Total	823	337	40.9%
	Younger than 20	319	138	43.3%
	20 - 24	330	138	41.8%
	25 - 29	82	27	32.9%
				76.1%

	30 - 39	46	17	37.0%	85.4%
	40 - 49	22	9	40.9%	94.6%
	50 - 59	16	6	37.5%	86.7%
	60 and older	3	0	0.0%	0.0%
	Total	818	335	41.0%	94.7%
Disability Status	Receives <i>DSPS</i> services	52	24	46.2%	100.0%
	No <i>DSPS</i> services	798	322	40.4%	87.4%
	Total	850	346	40.7%	88.2%
Economic Status	Low income student	409	154	37.7%	85.2%
	Not <i>low income</i>	412	182	44.2%	100.0%
	Total	821	336	40.9%	92.6%
Probation 1 Status	On <i>probation 1</i> status	25	7	28.0%	67.7%
	Not on <i>probation 1</i> status	796	329	41.3%	100.0%
	Total	821	336	40.9%	99.0%
Probation 2 Status	On <i>probation 2</i> status	23	8	34.8%	84.6%
	Not on <i>probation 2</i> status	798	328	41.1%	100.0%
	Total	821	336	40.9%	99.6%
Dismissal Status	On <i>dismissal</i> status	2	0	0.0%	0.0%
	Not on <i>dismissal</i> status	819	336	41.0%	100.0%
	Total	821	336	40.9%	99.8%

Reference group is shaded *white*,
subgroups suffering disproportionate
impact are shaded *dark green*.

LOW Income Cañada College
students include any receiving a BOG
A or B waiver, CARE grant, Chafee
grant, Pell grant, or Supplemental
Educational Opportunity Grant
(SEOG).

No veterans students were identified as having transferred and therefore, that student group does not appear in this analysis.

Foster Youth status at Cañada

College includes students receiving a Chafee Grant and/or identifying themselves as an orphan/ward of the court of the Free Application for Federal Student Aid. Less than 10 Foster Youth were identified in this analysis. They were not included in this analysis for privacy reasons as described in:
<http://nces.ed.gov/pubs2012/2012151.pdf>.

GOALS AND ACTIVITIES

Situation	Inputs	Activities	Outputs	Outcomes/ impacts
What problem are you trying to solve?	What resources go into the program?	What activities will the program undertake?	What is produced through those activities?	The changes or benefits that result from the program?
Hispanic and African American students are succeeding at a disproportionately lower rate.	<ul style="list-style-type: none"> • Retention Specialists • Embedded tutors • Financial guides • Culturally responsive programs like Puente and Umoja • Professional development structures and processes. 	<ul style="list-style-type: none"> • Wrap-around academic and culturally responsive support for students. • Professional development for Faculty, Retention Specialists, Embedded Tutors, and other support staff. • Data gathering to identify pathways to completion. 	<ul style="list-style-type: none"> • Over 75% faculty and support staff for courses one and two-level below transfer will receive on-going professional development to create culturally responsive learning environments. • Retention, success, and completion rates will increase by 5% for Hispanic and African American students. 	<ul style="list-style-type: none"> • Increased rates of success and completion for Hispanic and African American students.

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.

Continue outreach efforts to maintain HSI status and recruit African American students at a higher level than represented in the community.

Activity A.1

Conduct outreach activities to the various areas of south San Mateo County.

Work closely with community organizations and local school districts to provide students with information on financial aid, registration processes, and the benefits of attending college. Meet regularly with partners (JobTrain, EDD, VITA, Sequoia Adult School, etc.) to encourage their clients to attend college.

Responsible Party: Outreach Coordinator and SparkPoint Director

Completion Date: 2017

Expected Outcome A1

- By 2017, SparkPoint at Cañada College will provide informational workshops to over 800 potential Cañada College students regarding SparkPoint resources, financial aid, college registration, & public benefits.
- By 2017, SparkPoint at Cañada College will build and expand partnerships with local partners, such as, JobTrain, Employment Development Department, Earn it!, Keep it!, Save it!, San Mateo Credit Union, Sequoia Adult School, Sequoia Unified School District, and Second Harvest Food Bank of Santa Clara and San Mateo Counties.

Activity A.2.

Provide welcoming assessment, orientation and counseling to engage students as they begin their college career. *Student Success and Support Program (SSSP)*

Assessment: Review the current assessment process and consider piloting improved assessment methods to place students into English, math and reading courses.

Orientation: Regularly review the content of the orientation program to assure it meets the needs of students. Initial Student Follow-up: Conduct follow-up/retention activities to assure students who sign-up for orientation, attend orientation, take the assessment test, and make an appointment with a counselor. Counseling: Meet with each new student and prepare an initial Student Educational Plan prior to registration.

Responsible Party: Dean of Counseling

Completion Date: 2017

Expected Outcome A:

A.1., The percentage of Hispanic and African American students enrolling in Cañada College will continue to be 40% and higher and 3% and higher respectively.

A.2., The number of students who have completed new student orientation, assessment and counseling will be monitored and analyzed.

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.

Improve the pedagogical and academic support practices for ESL, Math, and English courses two and one level below transfer to increase successful completion rates for Hispanic and African American students.

Activity B.1

Institutionalize intensive and on-going professional development opportunities for faculty, staff, and tutors for ESL, English, and Math courses one and two levels below transfer and the first level of transfer classes to support Hispanic and African American students to successfully complete their courses.

Beginning with an orientation retreat, a year-long series of on-line and in person Faculty-led trainings in collaboration with colleagues across the campus and the district will be compiled in professional portfolios and include, but will not be limited to, the following themes:

- Culturally responsive teaching
- Increasing retention
- Innovative classrooms
- Academic and personal support on campus and in the community
- Collaborating with Embedded tutors to increase success

Responsible Party: ACES Committee

Completion Date: 2017

Expected Outcome B.1

- By 2014-2015, 75% faculty, staff, and tutors for courses two-level below transfer in Math, English, and ESL will receive intensive and on-going professional development to support Hispanic and African American students to successfully complete their classes.
- By 2015-2016, 75% faculty, staff, and tutors for courses one-level below transfer in Math, English, and ESL will receive intensive and on-going professional development to support Hispanic and African American students to successfully complete their classes.
- By 2016-2017 75% faculty and staff teaching one and two levels below transfer and the first level of transfer classes in ESL, English, and Math will receive intensive and on-going professional development to support Hispanic and African American students to successfully complete their classes.

Activity B.2

Provide intensive student support services to the target population groups (*Student Success and Support Program (SSSP)*) Early Alert: Conduct early alert program to identify students who are identified by faculty as needing assistance during the semester. Student Education Plan: Provide students with counseling services to develop comprehensive SEPs

Responsible Party: Dean of Counseling

Completion Date: 2017

Expected Outcome B.2:

1. The number of students who have been contacted through the early alert program and will be monitored and analyzed.
2. The number of students who have completed a comprehensive educational plan will be monitored and analyzed.

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.

Create an institutional expectation that students completing the final ESL course or the final basic skills courses, will successfully complete transfer level courses.

Activity C.1

Retention specialist, Imbedded tutors, and faculty will provide culturally responsive and academically sound support services to students in Math, English, and ESL courses.

Responsible Party: ACES Coordinators and Director of Learning Resources

Completion Date: 2017

Expected Outcome C.1:

- By 2014-2015, success rates of Hispanic and African American students in courses two levels below transfer will increase by 2%, thereby decreasing the disproportionate impact rates.
- By 2015-2016, success rates of Hispanic and African American students in courses two levels below transfer will increase by 2%, thereby decreasing the disproportionate impact rates.
- By 2016-2017 success rates of Hispanic and African American students in courses two levels below transfer will increase by 2%, thereby decreasing the disproportionate impact rates.

Activity C. 2

Provide intensive student support services to the target population groups.

Information: Make presentations on the SparkPoint support services provided to students in the pre-transfer courses so they are able to find resources to address issues related to dropping out: child care, transportation, etc. Workshops: Conduct workshops on financial literacy; conduct targeted outreach efforts to low income African American students. Financial Coaching: Provide financial coaching services to students so they are able to manage their finances and able to stay in their classes. Benefits Advocacy: Provide support for students to obtain benefits (child care, transportation) so they can stay in their classes.

Responsible Party: Director of SparkPoint

Completion Date: 2017

Expected Outcome C.2:

- Over 900 students will have engaged SparkPoint services and resources by completing the SparkPoint Welcome Form and identifying SparkPoint services to pursue
- 300 SparkPoint students will engage in Financial Coaching and will improve their financial stability by identifying financial goals, creating a budget and taking up two or more SparkPoint Services.
- SparkPoint will host up to 4 SparkPoint professional development workshops for faculty and staff per academic year.

Activity C.3

Explore and implement the possible use of alternate assessment methods in initial course placement.

Responsible Party: Math and English faculty

Completion Date: 2016

Expected Outcome C.3

- Increase the percentage of Hispanic and African American students being placed in higher levels of Math and English courses.

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.

Create clear pathways to increase the rate of Hispanic and African American students receiving certificates and degrees.

Activity D.1

Identify successful pathways of students completing certificates and degrees.

Responsible Party: ACES

Completion Date: 2017

Expected Outcome D.1

- Identify successful pathways of students.

Activity D.2

Provide data to faculty, staff, and ACES to help students create student educational plans and work toward their academic goals.

Responsible Party: Office of PRIE

Completion Date: 2017

Expected Outcome D.2

- Track and monitor the completion rates in degrees and certificates

Activity D.3

Increase numbers or rates of certificates and degrees for all groups.

Responsible Party: Deans

Completion Date: 2017

Expected Outcome D.3

- Increased certificates and degrees numbers or rate for all groups.

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 rates by using local data identifying successful pathways of students who transfer. The office of PRIE will provide data to faculty and staff to help students create student educational plans and work toward their academic goals.

Activity E.1

Identify successful pathways of students completing transfer.

Responsible Party: ACES

Completion Date: 2017

Expected Outcome E.1

- Identify successful pathways of students.

Activity E.2

Provide data to faculty, staff, and ACES to help students create student educational plans and work toward their academic goals.

Responsible Party: Office of PRIE

Completion Date: 2017

Expected Outcome E.2

- Track and monitor the transfer rates or numbers

Activity E.3

Increase numbers or rates of transfer for all groups.

Responsible Party: Deans

Completion Date: 2017

Expected Outcome E.3

- Increased transfer numbers or rate for all groups.

BUDGET

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

Year 1 Budget Estimate:

Position/Program (Goal)	Percentage of the total budget	Budget Amount
Ret. Specialist (C)	50%	\$125,000
Tutors (C)	10%	\$25,000
Prof. Development (B)	20%	\$50,000
PUENTE (B &C)	10%	\$25,000
Spark-Point (A &C)	10%	\$25,000
Total	100%	\$250,000

EVALUATION SCHEDULE AND PROCESS

The Student Equity Plan will be reviewed annually by the Academic Committee for Equity and Success 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.

Continue outreach efforts to maintain HSI status and recruit African American students at a higher level than represented in the community.

Evaluation: Annual Institutional data will indicate the success of the continued effort to maintain the HSI status of the college.

Completed by: Annually

Responsible Parties:

- ACES Committee will monitor the progress.
- PRIE will produce the institutional data annually.

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.

Improve the pedagogical and academic support practices for ESL, Math, and English courses two and one level below transfer to increase successful completion rates for Hispanic and African American students.

Evaluation:

The ACES Coordinators will coordinate the quantitative and qualitative data provided by participants in professional development.

Faculty and support staff will create portfolios which will be shared with the ACES committee to help demonstrate the impact on their curriculum and teaching practices.

Completed by: Annually

Responsible Parties: ACES Committee and Coordinators

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:

Create an institutional expectation that students completing the final ESL course or the final basic skills courses, will successfully complete transfer level courses.

Evaluation: Annual Institutional data will be used to evaluate the increase of success rates of students in ESL and pre-transfer courses

Completed by: Annually

Responsible Parties:

- ACES Committee will monitor the progress.
- PRIE will produce the institutional data annually.

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.

Create clear pathways to increase the rate of Hispanic and African American students receiving certificates and degrees.

Evaluation: Annual Institutional data will be used to evaluate the increase in degrees and certification

Completed by: Annually

Responsible Parties:

- ACES Committee will monitor the progress.
- PRIE will produce the institutional data annually.

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 rates by using local data identifying successful pathways of students who transfer. The office of PRIE will provide data to faculty and staff to help students create student educational plans and work toward their academic goals.

Evaluation: Annual Institutional data will be used to evaluate the increase in students prepared to transfer.

Completed by: Annually

Responsible Parties:

- ACES Committee will monitor the progress.
- PRIE will produce the institutional data annually