College of San Mateo Student Equity Plan

November 2014

COLLEGE OF SAN MATEO STUDENT EQUITY PLAN

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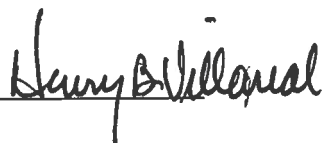**District:** San Mateo County Community College District

Date Approved by Board of Trustees: December 10, 2014

College President: Mr. Michael Claire

Vice President of Student Services: Ms. Jennifer Hughes

Vice President of Instruction: Dr. Sandra Stefani Comerford

Academic Senate President: Dr. David Laderman

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Executive Summary

At the apex of College of San Mateo's planning process is its Mission Statement, which drives planning at both the institutional level and the program level and clearly puts student success at the center of the college's planning. The College's Diversity Statement calls out the college's policy of inclusiveness that recognizes values and reflects the diversity of the community the college serves.

To achieve its stated mission, the college has adopted the following Institutional Priorities:
Priority 1: Improve Student Success
Priority 2: Promote Academic Excellence
Priority 3: Develop Responsive, High-Quality Programs and Services
Priority 4: Support Professional Development
Priority 5: Implement the Integrated Planning Cycle and Ensure Fiscal Stability and the Efficient Use of Resources
Priority 6: Enhance Institutional Dialog

CSM's Institutional Priorities are reviewed each year by the Institutional Planning Committee (IPC), the body that has overarching stewardship for the ongoing implementation and assessment of College of San Mateo's institutional planning process. In addition, each year, IPC reviews the Educational Master Plan (EMP), a document based on quantitative and qualitative data and information that informs planning. The EMP includes extensive student achievement data. The Institutional Priorities and their associated objectives are reviewed annually by IPC. Based on a review of institutional data, objectives may be added or reviewed to assist the institution in achieving these Institutional Priorities.

In addition, the college has established a College Index, which identifies a number of key college indicators and is reviewed annually by IPC. Many of the college indicators are aligned with the indicators identified in the Student Equity Plan, as well as the statewide Scorecard, including student success, persistence, retention, and completion.

Finally, IPC reviews all departmental program reviews. As part of the program review process, the Office of Planning, Research, and Institutional Effectiveness provides each department with a variety of data regarding their programs, including data and information about student demographics, program efficiency, and other student achievement data. Themes and trends identified through program review are forwarded to IPC as part of their institutional planning cycle and process.

One of the key institutional priorities is *Improving Student Success*. A number of collegewide initiatives have been developed and approved by IPC to improve the success of specific student

populations, including, but not limited to the establishment of a Puente Program and an Umoja Program.

The preparation of the Student Equity Plan was the responsibility of the Student Equity Task Force, a participatory committee established by IPC in the spring, 2014 semester. Many members of the Task Force also serve on the Diversity in Action Group, the committee that developed prior Student Equity plans for the college. The Student Equity Plan was approved by IPC at its September 19, 2014 meeting.

Details on the student equity goals and groups for whom the goals have been set, the activities, and selected resources to support accomplishing these goals are found in the following pages. Expected outcomes for each activity and the department/person responsible for implementing the activity are specified.

Based on the Task Force's review of data the majority of goals and activities focus on the following student populations/programs:

- Students aged 18-24, with special emphasis on high school graduates from feeder high schools
- African American, Latino, and Pacific Island students
- Low income seniors
- Foster and incarcerated youth
- Veteran students
- AB 540 students
- ESL and basic skills students
- Probation students
- Revitalize CTE programs

College of San Mateo's local research has addressed and analyzed all components of the Student Equity reporting requirements. The starting point of CSM's equity data is access— the extent to which our student population reflects the larger demographic profile of San Mateo County. However, access alone is insufficient. CSM's equity data address student outcomes as well as access. The equity data provided examines the extent to which all various student populations are succeeding at equitable rates. The populations analyzed for disproportionate impact include ethnicity, gender, age, disability status, low income status, foster youth status, and veterans' status. These various student populations are tracked to measure equitable outcomes on the following core measures of academic success: overall successful course completion; ESL, English, and Math basic skills course completion and subsequent progression to degree-applicable/transfer level coursework; degree and certificate completion of students with informed educational goals; transfer readiness and transfer; and various types of academic probation.

Campus-Based Research

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.

College of San Mateo's local research has identified the extent to which various groups residing in San Mateo County are underrepresented, overrepresented, or identical to CSM's student population who reside San Mateo County. Proportional representation rates (San Mateo County vs. CSM student population) are analyzed: ethnicity, gender, age, disability status, low income economic status, foster youth, and veterans. In terms of ethnicity, the two most overrepresented populations are Pacific Islanders and Multi-racial students. As expected, students aged 20-24 are the most overrepresented and those aged 60 and older are the most underrepresented. Male and female students mirror their proportional representation in San Mateo County as a whole. CSM enrolls a greater proportion of disabled students than their presence in San Mateo County as a whole. Low income students 65 years or older are underrepresented in terms of their overall presence in San Mateo County. Foster youth and veteran students aged 18 – 54 are overrepresented in relation to their proportional representation in San Mateo County as a whole.

Data for CSM Student Equity Plan 2014
Indicator #1 Access

Access: Student Equity Plan Definition
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 1: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, Fall 2012 – Spring 2013
- Table 2: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, Fall 2012 – Spring 2013
- Table 3: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age, Fall 2012 – Spring 2013
- Table 4: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, Fall 2012 – Spring 2013
- Table 5: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, Fall 2012 – Spring 2013
- Table 6. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Foster Youth Status, Fall 2012 – Spring 2013

- Table 7. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age and Veteran Status, Fall 2012 – Spring 2013

Key Findings:

- The proportional enrollment of all San Mateo County residents enrolling at CSM is presented in Tables 1-7. In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the following populations are analyzed:
    1. Ethnicity
    2. Gender
    3. Age
    4. Disability status
    5. Low income economic status
    6. Foster Youth
    7. Veterans

- The key reference indicator for access is the "P Index", where a 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 CSM students, the P Index would = 1.00. In other words, the proportions of that population is equal. Any value less than 1.00 indicates that a specific San Mateo County population is under-represented in CSM'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 CSM 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 3 reveals varying degrees of both under- and over-representation for various age categories. These range from a P Index = 5.33 for CSM students aged 20 – 24 to a P Index = 0.15 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of CSM's programs, services, and the larger college participation rates of these 2 groups.

Table 1. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, Fall 2012 – Spring 2013

	San Mateo County Residents	CSM Students Residing in San Mateo County		
		Count	Percent	P index
Total 15 years and older	603,865	9,655		
African American	2.7%	273	2.8%	**1.04**
American Indian/ Alaska Native	0.2%	25	0.3%	**1.56**
Asian	26.4%	2,100	21.8%	**0.82**
Hispanic	23.3%	2,088	21.6%	**0.93**
Multi races	2.3%	1,393	14.4%	**6.20**
Pacific Islander	1.4%	235	2.4%	**1.77**
White	43.7%	3,541	36.7%	**0.84**
Other	0.0%	N/A	0.0%	**---**
Unknown	N/A	564	5.8%	**---**

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Hispanics, the index is 21.6% divided by 23.3% = 0.93). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students. Census Bureau ethnic categories were adjusted to conform to CSM ethnic categories. "Asian" includes Filipino. Multi races includes "Two or more races".

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2012 (CC-EST2012-ALLDATA-[ST[FIPS]); SMCCCD Student Database, End of term.

Table 2. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, Fall 2012 – Spring 2013

	San Mateo County Residents		CSM Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P Index
Total 15 years and older	603,865		9,975		
Male	294,714	48.8	4,816	48.3	0.99
Female	309,151	51.2	5,159	51.7	1.01
Unrecorded	N/A	N/A	244	2.4	---

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Females, the index is 51.7% divided by 51.2% = 1.01). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students. Census Bureau gender categories do not include "unrecorded".

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2012 (CC-EST2012-ALLDATA-[ST[FIPS]); SMCCCD Student Database, End of term.

Table 3. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age, Fall 2012 – Spring 2013

	San Mateo County Residents		CSM Students Residing in San Mateo County		
	Count	**Percent**	**Count**	**Percent**	**P Index**
Total 15 years and older	603,865		10,214		
15 to 19 years	41,228	6.8	1,898	18.6	2.72
20 to 24 years	41,027	6.8	3,701	36.2	5.33
25 to 29 years	49,479	8.2	1,442	14.1	1.72
30 to 39 years	106,371	17.6	1,363	13.3	0.76
40 to 49 years	112,080	18.6	828	8.1	0.44
50 to 59 years	106,298	17.6	619	6.1	0.34
60 years or older	147,382	24.4	363	3.6	0.15

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for those 15 to 19 years old, the index is 18.6% divided by 6.8% = 2.72). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.
Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2012 (CC-EST2012-ALLDATA-[ST[FIPS]); SMCCCD Student Database, End of term.

Table 4. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, Fall 2012 – Spring 2013

	San Mateo County Residents			CSM Students Residing in San Mateo County			
	Total	With a disability	Pct with a disability	Total	With a disability	Pct with a disability	P Index
Persons 18 to 64 years	461,948	23,394	5.1%	10,001	871	8.7%	1.71
Persons 65 years and over	94,802	28,751	30.3%	213	88	41.3%	1.36

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Persons 18 to 64 years, the index is 8.7% divided by 5.1% = 1.71). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.
Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table S1810: Disability Characteristics; SMCCCD Student Database, End of term.

Table 5. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, Fall 2012 – Spring 2013

Population for whom poverty/economic status is determined	San Mateo County Residents	With Low Income		CSM Students Residing in San Mateo County	With Low Income		
	Total	Count	Percent	Total	Count	Percent	P Index
Total 18 years or older	556,133	69,626	12.5%	10,214	2,128	20.8%	1.66
18 to 64 years	461,331	56,852	12.3%	10,001	2,115	21.1%	1.72
65 years or older	94,802	12,774	13.5%	213	13	6.1%	0.45

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Total 18 years or older, the index is 20.8% divided by 12.5% = 1.66). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents with known age and do not include concurrently enrolled high school students. CSM student economic status determined by student receipt of financial aid awards for low income students (e.g. BOG Fee Waivers A & B, Chafee Grant, etc.).
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.

Table 6. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Foster Youth Status, Fall 2012 – Spring 2013

	Total Youth 16-20 Years	Foster Youth Count	Foster Youth Row Pct
California	2,838,463	12,888	0.5
San Mateo County	44,947	130	0.3
CSM	3,075	43	1.4
P Index			4.67

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for foster youth 16 to 20 years old, the index is 1.4% divided by 0.3% = 4.67). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: 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, End of term.

Table 7. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age and Veteran Status, Fall 2012 – Spring 2013

	Total San Mateo County Residents	San Mateo County Veterans Count	San Mateo County Veterans Row Pct	Total CSM Students	CSM Students Residing in San Mateo County Count	CSM Students Residing in San Mateo County Row Pct	P Index
Civilian population 18 years and older	561,621	33,337	5.9	10,182	243	2.4	0.40
18 to 34 years	155,569	2,034	1.3	7,847	160	2.0	1.56
35 to 54	219,032	6,334	2.9	1,702	57	3.3	1.16
55 to 64	89,859	7,467	8.3	420	16	3.8	0.46
65 to 74	51,108	7,034	13.8	156	8	5.1	0.37
75 years and over	46,615	10,501	22.5	57	2	3.5	0.16

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for those 18 to 34 years old, the index is 2.0% divided by 1.3% = 1.56). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: U.S. Census Bureau, 2008-2012 American Community Survey (S2101 Veteran Status); SMCCCD Student Database, End of term.

CAMPUS-BASED RESEARCH

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.

Successful course completion of the following populations are analyzed: ethnicity, gender, age, disability status, low income economic status, academic standing, foster youth, and veterans. In terms of the primary Student Equity Plan reference point—the "80% Index" standard—the following disaggregated sub-populations were experiencing disproportionate impact in terms of successful course completion rates: African Americans and students younger than 20 years of age. As expected, all student sub-populations who were placed on Probation 1, Probation 2, and Dismissed academic status experienced major disproportionate impact.   When assessing disproportionate impact, caution is advised with low subgroup counts (n<50). The CSM Equity Committee will also closely examine other disparities and gaps in successful course completion rates that fall within the 80% Index standard.

Data for CSM Student Equity Plan 2014
Indicator #2 Course Completion

CSM

Course Completion: Student Equity Plan Definition
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 1: Successful Course Completion, Fall 2012 – Spring 2013

Key Findings:
- Table 1 displays successful course completion rates of CSM students enrolled in Fall 2012 and Spring 2013, combined. Successful course completion = earning a grade of A, B, C, P, or CR. The data presented are counts of <u>all</u> courses attempted/completed—not student headcount.

- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the successful course completion rates of the following populations are analyzed:
    8. Ethnicity

9. Gender
10. Age
11. Disability status
12. Low income economic status
13. Academic standing (Probation 1, Probation 2, and Dismissed)
14. Foster Youth
15. Veterans

- 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 specific population with the highest rate of success. 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 age as an example. Students 60 years or older have the highest successful course completion rate: 83.2%. 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 younger than 20 = 65.8%. This figure is 79.1% of the reference group's success rate of 83.2%. Hence, their 80% Index = 79.1% 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 CSM 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 (n<50).

Table 1. Successful Course Completion, Fall 2012 – Spring 2013

		Enrollment Count (duplicated)	Successful Course Completion		
			Count	Rate	80% Index
Ethnicity	**African American**	**2,066**	**1,221**	**59.1%**	**78.4%**
	American Indian/Alaskan Native	93	58	62.4%	82.7%
	Asian	6,865	5,132	74.8%	99.1%
	Filipino	3,372	2,441	72.4%	96.0%
	Hispanic	9,532	6,087	63.9%	84.7%
	Multi Races	7,270	4,806	66.1%	87.7%
	Pacific Islander	1,290	803	62.2%	82.6%
	White	14,444	10,642	73.7%	97.7%
	Unknown	*2,785*	*2,100*	*75.4%*	*100.0%*
	Total	47,717	33,290	69.8%	92.5%
Gender	*Female*	*22,525*	*15,954*	*70.8%*	*100.0%*
	Male	24,123	16,601	68.8%	97.2%
	Not recorded	1,069	735	68.8%	97.1%
	Total	47,717	33,290	69.8%	98.5%
Age	**Younger than 20 years**	**12,802**	**8,419**	**65.8%**	**79.1%**
	20 – 24 years	19,103	13,025	68.2%	82.0%
	25 – 29 years	5,576	3,982	71.4%	85.9%
	30 – 39 years	4,860	3,662	75.3%	90.6%
	40 – 49 years	2,583	1,945	75.3%	90.5%
	50 – 59 years	1,693	1,347	79.6%	95.7%
	60 years and older	*1,076*	*895*	*83.2%*	*100.0%*
	Total	47,693	33,275	69.8%	83.9%
Disability Status	*Receives DSPS services*	*4,764*	*3,341*	*70.1%*	*100.0%*
	No DSPS services	42,953	29,949	69.7%	99.4%
	Total	47,717	33,290	69.8%	99.5%
Economic Status	Low income student	10,300	6,528	63.4%	88.6%
	Not low income	*37,417*	*26,762*	*71.5%*	*100.0%*
	Total	47,717	33,290	69.8%	97.5%
Academic Standing	*Good academic standing*	*40,438*	*31,340*	*77.5%*	*100.0%*
	Probation 1	**3,918**	**959**	**24.5%**	**31.6%**
	Probation 2	**1,985**	**627**	**31.6%**	**40.8%**
	Dismissed	**1,376**	**364**	**26.5%**	**34.1%**
	Total	47,717	33,290	69.8%	90.0%
Foster Youth	**Foster youth**	**516**	**252**	**48.8%**	**69.7%**
	Not foster youth	*47,201*	*33,038*	*70.0%*	*100.0%*
	Total	47,717	33,290	69.8%	99.7%
Veterans	Veteran	1,282	883	68.9%	98.7%
	Not a veteran	*46,435*	*32,407*	*69.8%*	*100.0%*
	Total	47,717	33,290	69.8%	99.7%

Notes: The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). 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. A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**. CSM course completion data include do not include 690 courses or concurrently enrolled high school students.
Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

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CAMPUS-BASED RESEARCH

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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.

CSM local research examined student progression in terms of various 'starting points' for basic skills and ESL students.   Progression rates of the following populations are analyzed: ethnicity, gender, age, disability status, low income economic status, academic standing, foster youth, and veterans. English basic skills students were tracked to enrollment in transfer level English. Higher level ESL students were tracked to the final ESL course in the sequence. In addition, the highest level ESL students were tracked to transfer level English. Elementary and Intermediate Algebra students were tracked separately into degree applicable and transfer level Math, respectively.   Due to small 'n' sizes associated with many of the disaggregated populations identified for disproportionate impact analysis, several groups were identified for disproportionate impact. Caution is advised with low subgroup counts (n<50).   Beyond the 80% Index standard, the CSM Equity Committee is concerned about the low rates of overall progression of basic skills and ESL students to both degree applicable and transfer level coursework.

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Data for CSM Student Equity Plan 2014
Indicator #3 ESL and Basic Skills Completion

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ESL and Basic Skills Completion: Student Equity Plan Definition

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:

1. ENGL 838/848 Student Progression to ENGL 100, 2010/11 – 2013/14
2. ESL 828 Student Progression to ESL 400, 2010/11 – 2013/14
3. ESL 400 Student Progression to ENGL 100, 2010/11 – 2013/14
4. MATH 110/112 Student Progression to MATH 120/122, 2010/11 – 2013/14
5. MATH 120/123 Student Progression to MATH 125+, 2010/11 – 2013/14

Key Findings:

- The data presented in Tables 1-5 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 (e.g., ESL 828 ► ESL 400). All course outcomes are tracked through Spring 2014.

- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the ESL and basic skills course progression rates of the following populations are analyzed:
    16. Ethnicity
    17. Gender
    18. Age
    19. Disability status
    20. Low income economic status
    21. Academic standing (Probation 1, Probation 2, and Dismissed)
    22. Foster Youth
    23. Veterans

- 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 specific population with the highest rate of success. 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 1 - 5 highlights the extent to which various populations' progression rates are within or outside of the 80% standard.

- Using Table 1 and age as an example. Students 40-49 have the highest successful ENGL 838/848 course progression rate: 45.0%. 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 20-24 = 34.8%. This figure is 77.2% of the reference group's success rate of 45.0%. Hence, their 80% Index = 77.2% 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 CSM 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 (n<50).

Table 1. ENGL 838/848 Student Progression to ENGL 100, 2010/11 – 2013/14

		Enrolled ENGL 838/848 (unduplicated)	Progressed to ENGL 100		
			Count	Row N %	80% Index
Ethnicity	African American	63	28	44.4%	88.9%
	American Indian/Alaskan Native	**	**	**	100%
	Asian	150	67	44.7%	89.3%
	Filipino	**124**	**48**	**38.7%**	**77.4%**
	Hispanic	**314**	**109**	**34.7%**	**69.4%**
	Multi Races	**170**	**55**	**32.4%**	**64.7%**
	Pacific Islander	61	27	44.3%	88.5%
	White	**307**	**101**	**32.9%**	**65.8%**
	Unknown	**	**	**	**70.4%**
	Total	1,245	455	36.5%	73.1%
Gender	*Female*	*518*	*196*	*37.8%*	*100.0%*
	Male	698	251	36.0%	95.0%
	Not recorded	**29**	**8**	**27.6%**	**72.9%**
	Total	1,245	455	36.5%	96.6%
Age	Younger than 20	757	281	37.1%	82.5%
	20 - 24	**328**	**114**	**34.8%**	**77.2%**
	25 - 29	**63**	**20**	**31.7%**	**70.5%**
	30 - 39	43	18	41.9%	93.0%
	40 - 49	*20*	*9*	*45.0%*	*100.0%*
	50 - 59	**	**	**	**79.4%**
	60 and older	**	**	**	0.0%
	Total	1,227	447	36.4%	81.0%
Disability Status	*Receives DSPS services*	*131*	*57*	*43.5%*	*100.0%*
	No DSPS services	1,114	398	35.7%	82.1%
	Total	1,245	455	36.5%	84.0%
Economic Status	*Low income student*	*510*	*198*	*38.8%*	*100.0%*
	Not low income	735	257	35.0%	90.1%
	Total	1,245	455	36.5%	94.1%
Probation 1 Status AY10-11	On probation 1 status	353	121	34.3%	91.5%
	Not on probation 1 status	*892*	*334*	*37.4%*	*100.0%*
	Total	1,245	455	36.5%	97.6%
Probation 2 Status AY10-11	*On probation 2 status*	*154*	*57*	*37.0%*	*100.0%*
	Not on probation 2 status	1,091	398	36.5%	98.6%
	Total	1,245	455	36.5%	98.7%
Dismissal Status AY10-11	**On dismissal status**	**78**	**13**	**16.7%**	**44.0%**
	Not on dismissal status	*1,167*	*442*	*37.9%*	*100.0%*
	Total	1,245	455	36.5%	96.5%

		Enrolled ENGL 838/848 (unduplicated)	Progressed to ENGL 100		
			Count	Row N %	80% Index
Foster Youth	**Foster youth**	**14**	**4**	**28.6%**	**78.1%**
	Not foster youth	*1,231*	*451*	*36.6%*	*100.0%*
	Total	1,245	455	36.5%	99.7%
Veterans	**Veteran**	**34**	**9**	**26.5%**	**72.0%**
	Not a veteran	*1,211*	*446*	*36.8%*	*100.0%*
	Total	1,245	455	36.5%	50.5%

Notes: This table reports on students who were enrolled in ENGL 838/848 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in ENGL 100 through Spring 2014. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

"**" indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, http://nces.ed.gov/pubs2012/2012151.pdf.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 2. ESL 828 Student Progression to ESL 400, 2010/11 – 2013/14

		Enrolled ESL 828 (unduplicated)	Progressed to ESL 400		
			Count	Row N %	80% Index
Ethnicity	African American	**	**	**	0.0%
	American Indian/Alaskan Native	0	0	---	---
	Asian	*60*	*30*	*50.0%*	*100.0%*
	Filipino	**	**	**	75.0%
	Hispanic	**40**	**12**	**30.0%**	**60.0%**
	Multi Races	**	**	**	100.0%
	Pacific Islander	0	0	---	---
	White	14	6	42.9%	85.7%
	Unknown	**	**	**	**72.2%**
	Total	167	68	40.7%	81.4%
Gender	Female	84	33	39.3%	83.8%
	Male	*64*	*30*	*46.9%*	*100.0%*
	Not recorded	**19**	**5**	**26.3%**	**56.1%**
	Total	167	68	40.7%	86.9%
Age	**Younger than 20**	**17**	**10**	**58.8%**	**58.8%**
	20 - 24	**40**	**20**	**50.0%**	**50.0%**
	25 - 29	**27**	**9**	**33.3%**	**33.3%**
	30 - 39	**30**	**10**	**33.3%**	**33.3%**
	40 - 49	**	**	**	**31.6%**
	50 - 59	**	**	**	25.0%
	60 and older	**	**	**	100.0%
	Total	139	58	41.7%	41.7%
Disability Status	*Receives DSPS services*	**	**	**	*100.0%*
	No DSPS services	**	**	**	80.7%
	Total	167	68	40.7%	81.4%
Economic Status	*Low income student*	*86*	*39*	*45.3%*	*100.0%*
	Not low income	**81**	**29**	**35.8%**	**78.9%**
	Total	167	68	40.7%	89.8%
Probation 1 Status AY10-11	**On probation 1 status**	**16**	**5**	**31.3%**	**74.9%**
	Not on probation 1 status	*151*	*63*	*41.7%*	*100.0%*
	Total	167	68	40.7%	97.6%
Probation 2 Status AY10-11	On probation 2 status	**	**	**	*91.7%*
	Not on probation 2 status	**	**	**	*100.0%*
	Total	167	68	40.7%	99.6%
Dismissal Status AY10-11	On dismissal status	**	**	**	*91.7%*
	Not on dismissal status	**	**	**	*100.0%*
	Total	167	68	40.7%	99.6%

		Enrolled ESL 828 (unduplicated)	Progressed to ESL 400		
			Count	Row N %	80% Index
Foster Youth	Foster youth	0	---	---	---
	Not foster youth	*167*	*68*	*40.7%*	*100.0%*
	Total	167	68	40.7%	99.6%
Veterans	Veteran	**	**	**	*0.0%*
	Not a veteran	***	***	***	*100.0%*
	Total	**	**	40.7%	99.6%

Notes: This table reports on students who were enrolled in ESL 828 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in ESL 400 through Spring 2014. The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

"**" indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, http://nces.ed.gov/pubs2012/2012151.pdf.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 3. ESL 400 Student Progression to ENGL 100, 2010/11 – 2013/14

| | | Enrolled ESL 400 (unduplicated) | Progressed to ENGL 100 | | |
			Count	Row N %	80% Index
Ethnicity	African American	0	0	---	---
	American Indian/Alaskan Native	0	0	---	---
	Asian	**61**	**30**	**49.2%**	**49.2%**
	Filipino	**	**	**	100.0%
	Hispanic	**46**	**14**	**30.4%**	**30.4%**
	Multi Races	**	**	**	20.0%
	Pacific Islander	**	**	**	0.0%
	White	**	**	**	25.0%
	Unknown	**	**	**	**62.1%**
	Total	152	67	44.1%	44.1%
Gender	**Female**	**81**	**29**	**35.8%**	**53.7%**
	Male	**53**	**26**	**49.1%**	**73.6%**
	Not recorded	*18*	*12*	*66.7%*	*100.0%*
	Total	152	67	44.1%	66.1%
Age	*Younger than 20*	**	**	**	100.0%
	20 - 24	**34**	**14**	**41.2%**	**41.2%**
	25 - 29	**	**	**	**42.9%**
	30 - 39	**34**	**14**	**41.2%**	**41.2%**
	40 - 49	**16**	**2**	**12.5%**	**12.5%**
	50 - 59	**	**	**	33.3%
	60 and older	**	**	**	0.0%
	Total	128	51	39.8%	39.8%
Disability Status	**Receives DSPS services**	**	**	**	*56.1%*
	No DSPS services	*148*	*66*	*44.6%*	*100.0%*
	Total	152	67	44.1%	98.8%
Economic Status	Low income student	66	26	39.4%	82.6%
	Not low income	*86*	*41*	*47.7%*	*100.0%*
	Total	152	67	44.1%	92.5%
Probation 1 Status AY10-11	**On probation 1 status**	**	**	**	*74.5%*
	Not on probation 1 status	**	**	**	*100.0%*
	Total	152	67	44.1%	98.5%
Probation 2 Status AY10-11	**On probation 2 status**	**	**	**	*75.3%*
	Not on probation 2 status	**	**	**	*100.0%*
	Total	152	67	44.1%	99.5%
Dismissal Status AY10-11	*On dismissal status*	**	**	**	*100.0%*
	Not on dismissal status	**	**	**	**72.6%**
	Total	152	67	44.1%	73.5%
Foster	Foster youth	*0*	---	---	---

| | | Enrolled ESL 400 (unduplicated) | Progressed to ENGL 100 | | |
			Count	Row N %	80% Index
Youth	*Not foster youth*	**152**	**67**	**44.1%**	**100.0%**
	Total	152	67	44.1%	100.0%
Veterans	*Veteran*	**	**	**	*100.0%*
	Not a veteran	**	**	**	**65.4%**
	Total	152	67	44.1%	66.1%

Notes: This table reports on students who were enrolled in ESL 400 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in ENGL 100 through Spring 2014. The 80% Index compares the percentage of each subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold.**

"**" indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, http://nces.ed.gov/pubs2012/2012151.pdf.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 4. MATH 110/112 Student Progression to MATH 120/122, 2010/11 – 2013/14

		Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		
			Count	Row N %	80% Index
Ethnicity	African American	43	15	34.9%	80.1%
	American Indian/Alaskan Native	0	0	---	---
	Asian	**53**	**17**	**32.1%**	**73.7%**
	Filipino	*62*	*27*	*43.5%*	*100.0%*
	Hispanic	229	90	39.3%	90.2%
	Multi Races	100	42	42.0%	96.4%
	Pacific Islander	34	13	38.2%	87.8%
	White	252	97	38.5%	88.4%
	Unknown	53	22	41.5%	95.3%
	Total	826	323	39.1%	89.8%
Gender	*Female*	*402*	*163*	*40.5%*	*100.0%*
	Male	407	158	38.8%	95.7%
	Not recorded	**17**	**2**	**11.8%**	**29.0%**
	Total	826	323	39.1%	96.4%
Age	Younger than 20	332	152	45.8%	91.6%
	20 - 24	**261**	**92**	**35.2%**	**70.5%**
	25 - 29	**86**	**27**	**31.4%**	**62.8%**
	30 - 39	**79**	**28**	**35.4%**	**70.9%**
	40 - 49	**	**	**	**70.6%**
	50 - 59	*20*	*10*	*50.0%*	*100.0%*
	60 and older	**	**	**	*0.0%*
	Total	813	*321*	39.5%	79.0%
Disability Status	Receives DSPS services	93	35	37.6%	95.8%
	No DSPS services	*733*	*288*	*39.3%*	*100.0%*
	Total	826	323	39.1%	99.5%
Economic Status	*Low income student*	*341*	*146*	*42.8%*	*100.0%*
	Not low income	485	177	36.5%	85.2%
	Total	826	323	39.1%	91.3%
Probation 1 Status AY10-11	On probation 1 status	180	61	33.9%	83.6%
	Not on probation 1 status	*646*	*262*	*40.6%*	*100.0%*
	Total	826	323	39.1%	96.4%
Probation 2 Status AY10-11	**On probation 2 status**	**96**	**28**	**29.2%**	**72.2%**
	Not on probation 2 status	*730*	*295*	*40.4%*	*100.0%*
	Total	826	323	39.1%	96.8%
Dismissal Status AY10-11	**On dismissal status**	**60**	**10**	**16.7%**	**40.8%**
	Not on dismissal status	*766*	*313*	*40.9%*	*100.0%*
	Total	826	323	39.1%	95.7%
Foster	Foster youth	**	**	**	*51.0%*

		Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		
			Count	Row N %	80% Index
Youth	*Not foster youth*	**	**	**	*100.0%*
	Total	826	*323*	39.1%	99.7%
	Veteran	**38**	**10**	**26.3%**	**66.2%**
Veterans	**Not a veteran**	*788*	*313*	*39.7%*	*100.0%*
	Total	826	323	39.1%	98.5%

Notes: This table reports on students who were enrolled in MATH 110/112 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in MATH 120/122 through Spring 2014. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

"**" indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, http://nces.ed.gov/pubs2012/2012151.pdf.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 5. MATH 120/123 Student Progression to MATH 125+, 2010/11 – 2013/14

		Enrolled MATH 120/123 (unduplicated)	Progressed to MATH 125+		
			Count	Row N %	80% Index
Ethnicity	**African American**	**50**	**17**	**34.0%**	**72.2%**
	American Indian/Alaskan Native	**	**	**	*35.4%*
	Asian	*104*	*49*	*47.1%*	*100.0%*
	Filipino	80	36	45.0%	95.5%
	Hispanic	265	116	43.8%	92.9%
	Multi Races	98	45	45.9%	97.5%
	Pacific Islander	**29**	**7**	**24.1%**	**51.2%**
	White	329	136	41.3%	87.7%
	Unknown	**	**	**	81.6%
	Total	1,026	*432*	42.1%	89.4%
Gender	*Female*	*469*	*200*	*42.6%*	*100.0%*
	Male	527	223	42.3%	99.2%
	Not recorded	**30**	**9**	**30.0%**	**70.4%**
	Total	1,026	432	42.1%	98.7%
Age	*Younger than 20*	*382*	*185*	*48.4%*	*100.0%*
	20 - 24	375	148	39.5%	81.5%
	25 - 29	106	46	43.4%	89.6%
	30 - 39	**88**	**30**	**34.1%**	**70.4%**
	40 - 49	**41**	**12**	**29.3%**	**60.4%**
	50 - 59	**	**	**	**41.3%**
	60 and older	**	**	**	*0.0*
	Total	1,005	*423*	42.1%	86.9%
Disability Status	*Receives DSPS services*	*100*	*53*	*53.0%*	*100.0%*
	No DSPS services	**926**	**379**	**40.9%**	**77.2%**
	Total	1,026	432	42.1%	79.4%
Economic Status	*Low income student*	*390*	*168*	*43.1%*	*100.0%*
	Not low income	636	264	41.5%	96.4%
	Total	1,026	432	42.1%	97.7%
Probation 1 Status AY10-11	**On probation 1 status**	**180**	**62**	**34.4%**	**78.8%**
	Not on probation 1 status	*846*	*370*	*43.7%*	*100.0%*
	Total	1,026	432	42.1%	96.3%
Probation 2 Status AY10-11	**On probation 2 status**	**90**	**26**	**28.9%**	**66.6%**
	Not on probation 2 status	*936*	*406*	*43.4%*	*100.0%*
	Total	1,026	432	42.1%	97.1%
Dismissal Status AY10-11	**On dismissal status**	**47**	**7**	**14.9%**	**34.3%**
	Not on dismissal status	*979*	*425*	*43.4%*	*100.0%*
	Total	1,026	432	42.1%	97.0%

		Enrolled MATH 120/123 (unduplicated)	Progressed to MATH 125+		
			Count	Row N %	80% Index
Foster Youth	*Foster youth*	**	**	**	*100.0%*
	Not foster youth	**	**	**	98.1%
	Total	1,026	*432*	42.1%	98.1%
Veterans	**Veteran**	**	**	**	**94.8%**
	Not a veteran	**	**	**	*100.0%*
	Total	1,026	*432*	42.1%	99.8%

Notes: This table reports on students who were enrolled in MATH 120/123 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in MATH 125/130/145/200/241 through Spring 2014. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

"**" indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, http://nces.ed.gov/pubs2012/2012151.pdf.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

CAMPUS-BASED RESEARCH

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.

CSM local research tracked students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) <u>and</u> indicated an educational goal of obtaining an Associate Degree or Certificate. Students' academic history was analyzed in terms of the rate at which those students subsequently earned any Degree or Certificate through Spring 2014. Degree and Certificate completion rates of the following populations are analyzed: ethnicity, gender, age, disability status, low income economic status, foster youth, and veterans. Both Certificates of Achievement and Certificates of Specialization are counted. Due to small 'n' sizes associated with many of the disaggregated populations identified for disproportionate impact analysis, several groups were identified for disproportionate impact. Caution is advised with low subgroup counts (n<50).   Beyond the 80% Index standard, the CSM Equity Committee is concerned about increasing the rate at which all students earn degrees and certificates.

Data for CSM Student Equity Plan 2014
Indicator #4 Degree and Certificate Completion

Degree and Certificate Completion: Student Equity Plan Definition
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:
- Table 1: Degree and Certificate Completion of Degree-Seeking Students, Fall 2010 – Spring 2014
- Table 2: Degree Completion of Degree-Seeking Students, Fall 2010 – Spring 2014
- Table 3: Degree and Certificate Completion of Certificate-Seeking Students, Fall 2010 – Spring 2014
- Table 4: Certificate Completion of Certificate-Seeking Students, Fall 2010 – Spring 2014

Key Findings:
- The data presented in Tables 1 - 4 track students who both met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) <u>and</u>

indicated an educational goal of obtaining an Associate Degree or Certificate, and reports on the rate at which those students subsequently earned any Degree or Certificate through Spring 2014. Both Certificates of Achievement and Certificates of Specialization are counted.

- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the Degree and Certificate completion rates of the following populations are analyzed:
    24. Ethnicity
    25. Gender
    26. Age
    27. Disability status
    28. Low income economic status
    29. Foster Youth
    30. Veterans

- 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 specific population with the highest rate of success. 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 1 - 4 highlights the extent to which various populations' degree and certificate completion rates are within or outside of the 80% standard.

- Using Table 1 and age as an example. Students 40-49 have the highest successful Degree and Certificate completion rate: 46.4%. This group's completion rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The completion rate of students 25-29 = 26.7%. This figure is 57.5% of the reference group's success rate of 46.4%. Hence, their 80% Index = 57.5% 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 CSM 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 (n<50).

Table 1. Degree <u>and</u> Certificate Completion of Degree-Seeking Students, Fall 2010 – Spring 2014

| | | Headcount (unduplicated) | Any Award Completion | | |
			Count	Rate	80% Index
Ethnicity	**African American**	**54**	**16**	**29.6%**	**79.0%**
	American Indian/Alaskan Native	**	**	**	100.0%
	Asian	187	64	34.2%	91.3%
	Filipino	**124**	**30**	**24.2%**	**64.5%**
	Hispanic	342	106	31.0%	82.7%
	Multi Races	**129**	**25**	**19.4%**	**51.7%**
	Pacific Islander	**45**	**10**	**22.2%**	**59.3%**
	White	**409**	**116**	**28.4%**	**75.6%**
	Unknown	**	**	**	**67.1%**
	Total	1,407	395	28.1%	74.9%
Gender	*Female*	*664*	*228*	*34.3%*	*100.0%*
	Male	**686**	**160**	**23.3%**	**67.9%**
	Not recorded	**111**	**23**	**20.7%**	**60.3%**
	Total	1,461	411	28.1%	81.9%
Age	**Younger than 20 years**	**390**	**79**	**20.3%**	**43.7%**
	20 – 24 years	**541**	**171**	**31.6%**	**68.2%**
	25 – 29 years	**180**	**48**	**26.7%**	**57.5%**
	30 – 39 years	**140**	**46**	**32.9%**	**70.8%**
	40 – 49 years	*69*	*32*	*46.4%*	*100.0%*
	50 – 59 years	**	**	**	86.3%
	60 years and older	**	**	**	27.0
	Total	1,368	393	28.7%	61.9%
Disability Status	Receives DSPS services	147	41	27.9%	99.1%
	No DSPS services	*1314*	*370*	*28.2%*	*100.0%*
	Total	1,461	411	28.1%	99.9%
Economic Status	*Low income student*	*596*	*184*	*30.9%*	*100.0%*
	Not low income	865	227	26.2%	85.0%
	Total	1,461	411	28.1%	91.1%
Foster Youth	**Foster youth**	**12**	**1**	**8.3%**	**29.3%**
	Not foster youth	*1,449*	*410*	*28.3%*	*100.0%*
	Total	1,461	411	28.1%	99.3%
Veterans	*Veteran*	*79*	*24*	*30.4%*	*100.0%*
	Not a veteran	1.382	387	28.0%	92.1%
	Total	1,461	411	28.1%	92.4%

Notes: This table tracks students who both met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining an associate degree, and reports on whether or not those students subsequently earned any degree or certificate through Spring 2014. The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). 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. A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

"**" indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, http://nces.ed.gov/pubs2012/2012151.pdf.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 2. Degree Completion (only) of Degree-Seeking Students, Fall 2010 – Spring 2014

		Headcount (unduplicated)	Degree Completion Only		
			Count	Rate	80% Index
Ethnicity	*African American*	*54*	*15*	*27.8%*	*100.0%*
	American Indian/Alaskan Native	**	**	**	90.0%
	Asian	187	49	26.2%	94.3%
	Filipino	**124**	**26**	**21.0%**	**75.5%**
	Hispanic	342	89	26.0%	93.7%
	Multi Races	**129**	**20**	**15.5%**	**55.8%**
	Pacific Islander	**45**	**9**	**20.0%**	**72.0%**
	White	409	91	22.2%	80.1%
	Unknown	**	**	**	**72.9%**
	Total	1,407	319	22.7%	81.6%
Gender	*Female*	*664*	*191*	*28.8%*	*100.0%*
	Male	**686**	**128**	**18.7%**	**64.9%**
	Not recorded	**111**	**15**	**13.5%**	**47.0%**
	Total	1,461	334	22.9%	79.5%
`	**Younger than 20 years**	**390**	**66**	**16.9%**	**44.9%**
	20 – 24 years	**541**	**145**	**26.8%**	**71.1%**
	25 – 29 years	**180**	**38**	**21.1%**	**56.0%**
	30 – 39 years	**140**	**36**	**25.7%**	**68.2%**
	40 – 49 years	*69*	*26*	*37.7%*	*100.0%*
	50 – 59 years	**	**	**	**73.0%**
	60 years and older	**	**	**	**33.2%**
	Total	1,368	323	23.6%	62.7%
Disability Status	Receives DSPS services	147	28	19.0%	81.8%
	No DSPS services	*1314*	*306*	*23.3%*	*100.0%*
	Total	1,461	334	22.9%	98.2%
Economic Status	*Low income student*	*596*	*146*	*24.5%*	*100.0%*
	Not low income	865	188	21.7%	88.7%
	Total	1,461	334	22.9%	93.3%
Foster Youth	Foster youth	12	1	8.3%	36.1%
	Not foster youth	*1,449*	*333*	*23.0%*	*100.0%*
	Total	1,461	334	22.9%	99.6%
Veterans	*Veteran*	*79*	*19*	*24.1%*	*100.0%*
	Not a veteran	1.382	315	22.8%	94.6%
	Total	1,461	334	22.9%	95.0%

Notes: This table tracks students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining an associate degree, and reports on whether or not those students subsequently earned any degree through Spring 2014. The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). 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. A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

"**" indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, http://nces.ed.gov/pubs2012/2012151.pdf.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 3. Degree <u>and</u> Certificate Completion of Certificate-Seeking Students, Fall 2010 – Spring 2014

		Headcount (unduplicated)	Any Award Completion		
			Count	Rate	80% Index
Ethnicity	**African American**	**	**	**	**0.0%**
	American Indian/Alaskan Native	**	**	**	**0.0%**
	Asian	**	**	**	**22.2%**
	Filipino	**	**	**	**0.0%**
	Hispanic	**	**	**	**25.0%**
	Multi Races	**	**	**	*100.0%*
	Pacific Islander	0	0	---	---
	White	21	9	42.9%	85.7%
	Unknown	**	**	**	*100.0%*
	Total	49	14	28.6%	57.1%
Gender	**Female**	**	**	**	**52.2%**
	Male	24	7	29.2%	58.3%
	Not recorded	**	**	**	*100.0%*
	Total	49	14	28.6%	57.1%
Age	*Younger than 20 years*	**	**	**	*100.0%*
	20 – 24 years	11	2	18.2%	36.4%
	25 – 29 years	**	**	**	**0.0%**
	30 – 39 years	11	5	45.5%	90.9%
	40 – 49 years	**	**	**	**54.5%**
	50 – 59 years	10	2	20.0%	40.0%
	60 years and older	**0**	**0**	**---**	**---**
	Total	48	13	27.1%	54.2%
Disability Status	*Receives DSPS services*	**	**	**	*100.0%*
	No DSPS services	**	**	**	*100.0%*
	Total	49	14	28.6%	100.0%
Economic Status	**Low income student**	21	5	23.8%	74.1%
	Not low income	*28*	*9*	*32.1%*	*100.0%*
	Total	49	14	28.6%	88.9%
Foster Youth	Foster youth	0	---	---	---
	Not foster youth	49	14	28.6%	100.0%
	Total	49	14	28.6%	100.0%
Veterans	*Veteran*	**	**	**	100.0%
	Not a veteran	**	**	**	**68.3%**
	Total	49	14	28.6%	71.5%

Notes: This table tracks students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining a vocational certificate, and reports on whether or not those students subsequently earned any degree or certificate through Spring 2014. The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). 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. A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

"**" indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, http://nces.ed.gov/pubs2012/2012151.pdf.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 4. Certificate Completion (only) of Certificate-Seeking Students, Fall 2010 – Spring 2014

| | | Headcount (unduplicated) | Certificate Completion Only | | 80% Index |
			Count	Rate	
Ethnicity	**African American**	**	**	**	**0.0%**
	American Indian/Alaskan Native	**	**	**	**0.0%**
	Asian	**	**	**	**22.2%**
	Filipino	**	**	**	**0.0%**
	Hispanic	**	**	**	**25.0%**
	Multi Races	**	**	**	**50.0%**
	Pacific Islander	0	0	---	---
	White	**21**	**8**	**38.1%**	**76.2%**
	Unknown	**	**	**	*100.0%*
	Total	49	12	24.5%	49.0%
Gender	**Female**	**23**	**6**	**26.1%**	**52.2%**
	Male	**	**	**	**41.7%**
	Not recorded	**	**	**	*100.0%*
	Total	49	12	24.5%	49.0%
Age	*Younger than 20 years*	**	**	**	*100.0%*
	20 – 24 years	**11**	**1**	**9.1%**	**18.2%**
	25 – 29 years	**	**	**	**0.0%**
	30 – 39 years	**11**	**4**	**36.4%**	**72.7%**
	40 – 49 years	**11**	**3**	**27.3%**	**54.5%**
	50 – 59 years	**	**	**	**40.0%**
	60 years and older	**0**	**0**	---	---
	Total	48	11	22.9%	45.8%
Disability Status	*Receives DSPS services*	**	**	**	*100.0%*
	No DSPS services	**	**	**	83.3%
	Total	49	12	24.5%	85.7%
Economic Status	**Low income student**	**21**	**3**	**14.3%**	**44.4%**
	Not low income	*28*	*9*	*32.1%*	*100.0%*
	Total	49	12	24.5%	76.2%
Foster Youth	Foster youth	0	---	---	---
	Not foster youth	49	12	24.5%	100.0%
	Total	49	12	24.5%	100.0%
Veterans	*Veteran*	**	**	**	80.0%
	Not a veteran	**	**	**	*100.0%*
	Total	49	12	24.5%	98.0%

Notes: This table tracks students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining a vocational certificate, and reports on whether or not those students subsequently earned any certificate through Spring 2014. The 80% Index compares the percentage of each disaggregated

subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). 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. A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

"**" indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, http://nces.ed.gov/pubs2012/2012151.pdf.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

CAMPUS-BASED RESEARCH

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.

CSM local research obtained transfer data from a match of CSM student Social Security Numbers 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. Reliable estimates indicated that approximately 25% of students are omitted from the NSC database. Research reports on first-time students in AY 2008 - 2009 (Summer-Fall-Spring) who were enrolled in at least 12 units <u>and</u> who enrolled in any transfer-level Mathematics or English course and tracks their completion (transfer or degree/certificate) through 2013-14.

Transfer rates of the following populations are analyzed: ethnicity, gender, age, disability status, low income economic status, academic standing, foster youth, and veterans. Due to small 'n' sizes associated with many of the disaggregated populations identified for disproportionate impact analysis, several groups were identified for disproportionate impact. Caution is advised with low subgroup counts (n<50).   Beyond the 80% Index standard, the CSM Equity Committee is concerned about increasing the rate at which all students transfer.

Data for CSM Student Equity Plan 2014

Indicator #5 Transfer

Transfer: Student Equity Plan Definition

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:

6. Completion Rates of First-time Full-time Transfer-level Ready Students (including ENGL 100), 2008/09 – 2013/14

7. Completion Rates of First-time Full-time Transfer-level Delayed Students (including ENGL 100), 2008/09 – 2013/14

8. Completion Rates of First-time Full-time Transfer-plus Ready Students (minimum ENGL 110/165), 2008/09 – 2013/14

9. Completion Rates of First-time Full-time Transfer-plus Delayed Students (minimum ENGL 110/165), 2008/09 – 2013/14

Key Findings:

- The data in Tables 1 – 2 reports on first-time students in AY 2008 - 2009 (Summer-Fall-Spring) who were enrolled in at least 12 units <u>and</u> who enrolled in any transfer-level Mathematics or English course (including ENGL 100) and tracks their completion (transfer or degree/certificate) through 2013-14.   Table 1 reports on students enrolling in ENGL 100 their first year ("Transfer Ready"). Table 2 reports on students enrolling ENGL 100 <u>after</u> their first year ("Transfer Delayed").

- Tables 3 - 4 reports on first-time students in AY 2008 - 2009 (Summer-Fall-Spring) who were enrolled in at least 12 units <u>and</u> who enrolled in any transfer-level Mathematics or English course (including ENGL 110/165) and tracks their completion (transfer or degree/certificate) through 2013-14.   Table 3 reports on students enrolling in ENGL 100 their first year ("Transfer-plus Ready"). Table 2 reports on students enrolling ENGL 100 <u>after</u> their first year ("Transfer-plus Delayed").

- In addition to tracking students who transfer, the data in Tables 1 – 4 also includes data for students who completed an AA/AS Degree or Certificate but did <u>not</u> transfer—"**Total Completion**". These students should also be considered as "successful completers" even if they did not transfer.

- Note: Transfer data is obtained from a match of CSM student Social Security Numbers 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. Reliable estimates indicated that approximately 25% of students are omitted from the NSC database.

- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the Total Completion rates of the following populations are analyzed:
  31. Ethnicity
  32. Gender
  33. Age
  34. Disability status
  35. Low income economic status
  36. Academic standing (Probation 1, Probation 2, and Dismissed)
  37. Foster Youth
  38. Veterans

- 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 specific population with the <u>highest</u> rate of success. 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 <u>less than</u> 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 1 - 4 highlights the extent to which various populations' "Total Completion" rates are within or outside of the 80% standard.

- Using Table 1 and age as an example. Students 20-24 have the highest Total Completion rate: 81.8%. This group's completion rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index.   The completion rate of students 25-29 = 60.0%. This figure is 73.3% of the reference group's Total Completion rate of 81.8%. Hence, their 80% Index = 73.3% and is <u>below</u> 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 CSM 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 (n<50).

Table 1. Completion Rates of First-time Full-time Transfer-level Ready Students (including ENGL 100), 2008/09 – 2013/14

		Head-count	Transferred to 4-year		Degree/Certificate with No Transfer		Total Completion		80% Index
			Count	Row %	Count	Row %	Count	Row %	
Ethnicity	African American	**	**	**	**	**	**	**	96.0%
	American Indian/Alaska Native	**	**	**	**	**	**	**	60.0%
	Asian	58	45	77.6%	1	1.7%	46	79.3%	95.2%
	Filipino	23	12	52.2%	5	21.7%	17	73.9%	88.7%
	Hispanic	48	24	50.0%	11	22.9%	35	72.9%	87.5%
	Multi Races	**	**	**	**	**	**	**	*120.0%*
	Pacific Islander	**	**	**	**	**	**	**	*120.0%*
	White	99	71	71.7%	10	10.1%	81	81.8%	98.2%
	Unknown	**	**	**	**	**	**	**	*100.0%*
	Total	276	187	67.8%	32	11.6%	219	79.3%	95.2%
Gender	*Female*	*153*	*109*	*71.2%*	*16*	*10.5%*	*125*	*81.7%*	*100.0%*
	Male	115	74	64.3%	14	12.2%	88	76.5%	93.7%
	Not recorded	8	4	50.0%	2	25.0%	6	75.0%	91.8%
	Total	276	187	67.8%	32	11.6%	219	79.3%	97.1%
Age	Younger than 20	254	173	68.1%	29	11.4%	202	79.5%	97.2%
	20 - 24	**	**	**	**	**	**	**	*100.0%*
	25 - 29	**	**	**	**	**	**	**	73.3%
	30 - 39	**	**	**	**	**	**	**	81.5%
	40 - 49	0	---	---	---	---	---	---	---
	50 - 59	0	---	---	---	---	---	---	---
	Total	273	184	67.4%	32	11.7%	216	79.1%	96.7%
Disability Status	Receives DSPS services	16	11	68.8%	0	0.0%	11	68.8%	85.9%
	No DSPS services	*260*	*176*	*67.7%*	*32*	*12.3%*	*208*	*80.0%*	*100.0%*
	Total	276	187	67.8%	32	11.6%	219	79.3%	99.2%
Economic Status	*Low income student*	*66*	*44*	*66.7%*	*9*	*13.6%*	*53*	*80.3%*	*100.0%*
	Not low income	210	143	68.1%	23	11.0%	166	79.0%	98.4%
	Total	276	187	67.8%	32	11.6%	219	79.3%	98.8%
Probation 1 Status	On probation 1 status	48	21	43.8%	4	8.3%	25	52.1%	61.2%

		Head-count	Transferred to 4-year		Degree/Certificate with No Transfer		Total Completion		
			Count	Row %	Count	Row %	Count	Row %	80% Index
AY08-09	*Not on probation 1 status*	*228*	*166*	*72.8%*	*28*	*12.3%*	*194*	*85.1%*	*100.0%*
	Total	276	187	67.8%	32	11.6%	219	79.3%	93.3%
Probation 2 Status AY08-09	On probation 2 status	27	8	29.6%	2	7.4%	10	37.0%	44.1%
	Not on probation 2 status	*249*	*179*	*71.9%*	*30*	*12.0%*	*209*	*83.9%*	*100.0%*
	Total	276	187	67.8%	32	11.6%	219	79.3%	94.5%
Dismissal Status AY08-09	On dismissal status	11	3	27.3%	0	0.0%	3	27.3%	33.5%
	Not on dismissal status	*265*	*184*	*69.4%*	*32*	*12.1%*	*216*	*81.5%*	*100.0%*
	Total	276	187	67.8%	32	11.6%	219	79.3%	97.3%
Foster Youth					**Too few to report**				
Veterans					**Too few to report**				

Notes: This table reports on first-time students in AY2008-09 (Summer-Fall-Spring) who were enrolled in at least 12 units and who enrolled in any transfer-level Mathematics or English course (including ENGL 100) in their first year, and tracks their completion (transfer or degree/certificate) through 2013-14. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*.

"**" indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, http://nces.ed.gov/pubs2012/2012151.pdf.

Source: National Student Clearinghouse and SMCCCD Student Database: Academic History, Term Degrees Certificates, Term GPA, and Financial Aid Awards tables.

Table 2. Completion Rates of First-time Full-time Transfer-Delayed Students (including ENGL 100), 2008/09 – 2013/14

		Head-count	Transferred to 4-year		Degree/Certificate with No Transfer		Total Completion		80% Index
			Count	Row %	Count	Row %	Count	Row %	
Ethnicity	African American	15	9	60.0%	3	20.0%	12	80.0%	100.0%
	American Indian/Alaska Native	**	**	**	**	**	**	**	125.0%
	Asian	70	50	71.4%	3	4.3%	53	75.7%	94.6%
	Filipino	35	17	48.6%	6	17.1%	23	65.7%	82.1%
	Hispanic	70	31	44.3%	16	22.9%	47	67.1%	83.9%
	Multi Races	**	**	**	**	**	**	**	62.5%
	Pacific Islander	12	9	75.0%	0	0.0%	9	75.0%	93.8%
	White	128	78	60.9%	11	8.6%	89	69.5%	86.9%
	Unknown	**	**	**	**	**	**	**	92.4%
	Total	379	223	58.8%	46	12.1%	269	71.0%	88.7%
Gender	Female	194	113	58.2%	21	10.8%	134	69.1%	77.7%
	Male	176	104	59.1%	23	13.1%	127	72.2%	81.2%
	Not recorded	*9*	*6*	*66.7%*	*2*	*22.2%*	*8*	*88.9%*	*100.0%*
	Total	379	223	58.8%	46	12.1%	269	71.0%	79.8%
Age	Younger than 20	349	204	58.5%	41	11.7%	245	70.2%	81.0%
	20 - 24	*15*	*10*	*66.7%*	*3*	*20.0%*	*13*	*86.7%*	*100.0%*
	25 - 29	**	**	**	**	**	**	**	57.7%
	30 - 39	**	**	**	**	**	**	**	76.9%
	40 - 49	**	**	**	**	**	**	**	115.4%
	50 - 59	**	**	**	**	**	**	**	115.4%
	Total	375	219	58.4%	46	12.3%	265	70.7%	81.5%
Disability Status	Receives DSPS services	26	14	53.8%	2	7.7%	16	61.5%	85.9%
	No DSPS services	*353*	*209*	*59.2%*	*44*	*12.5%*	*253*	*71.7%*	*100.0%*
	Total	379	223	58.8%	46	12.1%	269	71.0%	99.0%
Economic Status	*Low income student*	*106*	*64*	*60.4%*	*14*	*13.2%*	*78*	*73.6%*	*100.0%*
	Not low income	273	159	58.2%	32	11.7%	191	70.0%	95.1%
	Total	379	223	58.8%	46	12.1%	269	71.0%	96.5%
Probation 1 Status	On probation 1 status	117	45	38.5%	12	10.3%	57	48.7%	60.2%

		Head-count	Transferred to 4-year		Degree/Certificate with No Transfer		Total Completion		
			Count	Row %	Count	Row %	Count	Row %	80% Index
AY08-09	*Not on probation 1 status*	*262*	*178*	*67.9%*	*34*	*13.0%*	*212*	*80.9%*	*100.0%*
	Total	379	223	58.8%	46	12.1%	269	71.0%	87.7%
Probation 2 Status AY08-09	On probation 2 status	84	23	27.4%	9	10.7%	32	38.1%	47.4%
	Not on probation 2 status	*295*	*200*	*67.8%*	*37*	*12.5%*	*237*	*80.3%*	*100.0%*
	Total	379	223	58.8%	46	12.1%	269	71.0%	88.3%
Dismissal Status AY08-09	On dismissal status	45	10	22.2%	3	6.7%	13	28.9%	37.7%
	Not on dismissal status	*334*	*213*	*63.8%*	*43*	*12.9%*	*256*	*76.6%*	*100.0%*
	Total	379	223	58.8%	46	12.1%	269	71.0%	92.6%
Foster Youth	**Too few to report								
Veterans	**Too few to report								

Notes: This table reports on first-time students in AY2008-09 (Summer-Fall-Spring) who were enrolled in at least 12 units and who enrolled in any transfer-level Mathematics or English course (including ENGL 100) after their first year, and tracks their completion (transfer or degree/certificate) through 2013-14. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*.

"**" indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, http://nces.ed.gov/pubs2012/2012151.pdf.

Source: National Student Clearinghouse and SMCCCD Student Database: Academic History, Term Degrees Certificates, Term GPA, and Financial Aid Awards tables.

Table 3. Completion Rates of First-time Full-time Transfer-plus Ready Students (minimum ENGL 110/165), 2008/09 – 2013/14

| | | Head-count | Transferred to 4-year | | Degree/Certificate with No Transfer | | Total Completion | | |
			Count	Row %	Count	Row %	Count	Row %	80% Index
Ethnicity	*African American*	**	**	**	**	**	**	**	*115.7%*
	American Indian/Alaska Native	**	**	**	**	**	**	**	*115.7%*
	Asian	50	40	80.0%	0	0.0%	40	80.0%	92.5%
	Filipino	17	12	70.6%	2	11.8%	14	82.4%	95.3%
	Hispanic	30	15	50.0%	9	30.0%	24	80.0%	92.5%
	Multi Races	**	**	**	**	**	**	**	*115.7%*
	Pacific Islander	**	**	**	**	**	**	**	*115.7%*
	White	*59*	*48*	*81.4%*	*3*	*5.1%*	*51*	*86.4%*	*100.0%*
	Unknown	**	**	**	**	**	**	**	87.9%
	Total	187	139	74.3%	15	8.0%	154	82.4%	95.3%
Gender	*Female*	*101*	*78*	*77.2%*	*8*	*7.9%*	*86*	*85.1%*	*100.0%*
	Male	79	57	72.2%	6	7.6%	63	79.7%	93.7%
	Not recorded	7	4	57.1%	1	14.3%	5	71.4%	83.9%
	Total	187	139	74.3%	15	8.0%	154	82.4%	96.7%
Age	*Younger than 20*	*170*	*128*	*75.3%*	*13*	*7.6%*	*141*	*82.9%*	*100.0%*
	20 - 24	**	**	**	**	**	**	**	93.8%
	25 - 29	**	**	**	**	**	**	**	90.4%
	30 - 39	**	**	**	**	**	**	**	0.0%
	40 - 49	0	---	---	---	---	---	---	---
	50 - 59	0	---	---	---	---	---	---	---
	Total	184	136	73.9%	15	8.2%	151	82.1%	98.9%
Disability Status	Receives DSPS services	**	**	**	**	**	**	**	80.4%
	No DSPS services	**	**	**	**	**	**	**	*100.0%*
	Total	187	139	74.3%	15	8.0%	154	82.4%	99.4%
Economic Status	*Low income student*	*51*	*35*	*68.6%*	*7*	*13.7%*	*42*	*82.4%*	*100.0%*
	Not low income	*136*	*104*	*76.5%*	*8*	*5.9%*	*112*	*82.4%*	*100.0%*
	Total	187	139	74.3%	15	8.0%	154	82.4%	100.0%
Probation 1 Status	On probation 1 status	28	14	50.0%	1	3.6%	15	53.6%	61.3%

		Head-count	Transferred to 4-year		Degree/Certificate with No Transfer		Total Completion		
			Count	Row %	Count	Row %	Count	Row %	80% Index
AY08-09	*Not on probation 1 status*	*159*	*125*	*78.6%*	*14*	*8.8%*	*139*	*87.4%*	*100.0%*
	Total	187	139	74.3%	15	8.0%	154	82.4%	94.2%
Probation 2 Status AY08-09	On probation 2 status	16	7	43.8%	0	0.0%	7	43.8%	50.9%
	Not on probation 2 status	*171*	*132*	*77.2%*	*15*	*8.8%*	*147*	*86.0%*	*100.0%*
	Total	187	139	74.3%	15	8.0%	154	82.4%	95.8%
Dismissal Status AY08-09	On dismissal status	**	**	**	**	**	**	**	39.7%
	Not on dismissal status	***	***	***	***	***	***	***	*100.0%*
	Total	187	139	74.3%	15	8.0%	154	82.4%	98.1%
Foster Youth	***Too few to report**								
Veterans	***Too few to report**								

Notes: This table reports on first-time students in AY2008-09 (Summer-Fall-Spring) who were enrolled in at least 12 units and who enrolled in any transfer-level Mathematics or English course (minimum ENGL 110/165) in their first year, and tracks their completion (transfer or degree/certificate) through 2013-14. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*.

"**" indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, http://nces.ed.gov/pubs2012/2012151.pdf.

Source: National Student Clearinghouse and SMCCCD Student Database: Academic History, Term Degrees Certificates, Term GPA, and Financial Aid Awards tables.

Table 4. Completion Rates of First-time Full-time Transfer-plus Delayed Students (minimum ENGL 110/165), 2008/09 – 2013/14

		Head-count	Transferred to 4-year		Degree/Certificate with No Transfer		Total Completion		
			Count	Row %	Count	Row %	Count	Row %	80% Index
Ethnicity	African American	14	8	57.1%	3	21.4%	11	78.6%	98.2%
	American Indian/Alaska Native	**	**	**	**	**	**	**	*125.0%*
	Asian	*65*	*49*	*75.4%*	*3*	*4.6%*	*52*	*80.0%*	*100.0%*
	Filipino	33	16	48.5%	6	18.2%	22	66.7%	83.3%
	Hispanic	59	29	49.2%	12	20.3%	41	69.5%	86.9%
	Multi Races	**	**	**	**	**	**	**	0.0%
	Pacific Islander	11	8	72.7%	0	0.0%	8	72.7%	90.9%
	White	115	77	67.0%	10	8.7%	87	75.7%	94.6%
	Unknown	**	**	**	**	**	**	**	97.6%
	Total	340	214	62.9%	40	11.8%	254	74.7%	93.4%
Gender	Female	174	110	63.2%	17	9.8%	127	73.0%	83.4%
	Male	158	99	62.7%	21	13.3%	120	75.9%	86.8%
	Not recorded	*8*	*5*	*62.5%*	*2*	*25.0%*	*7*	*87.5%*	*100.0%*
	Total	340	214	62.9%	40	11.8%	254	74.7%	85.4%
Age	Younger than 20	314	197	62.7%	35	11.1%	232	73.9%	79.6%
	20 - 24	**	**	**	**	**	**	**	*100.0%*
	25 - 29	**	**	**	**	**	**	**	64.6%
	30 - 39	**	**	**	**	**	**	**	71.8%
	40 - 49	**	**	**	**	**	**	**	107.7%
	50 - 59	0	---	---	---	---	---	---	---
	Total	337	211	62.6%	40	11.9%	251	74.5%	80.2%
Disability Status	Receives DSPS services	20	12	60.0%	1	5.0%	13	65.0%	86.3%
	No DSPS services	*320*	*202*	*63.1%*	*39*	*12.2%*	*241*	*75.3%*	*100.0%*
	Total	340	214	62.9%	40	11.8%	254	74.7%	99.2%
Economic Status	*Low income student*	*96*	*63*	*65.6%*	*12*	*12.5%*	*75*	*78.1%*	*100.0%*
	Not low income	244	151	61.9%	28	11.5%	179	73.4%	93.9%
	Total	340	214	62.9%	40	11.8%	254	74.7%	95.6%
Probation 1 Status	On probation 1 status	101	43	42.6%	10	9.9%	53	52.5%	62.4%

		Transferred to 4-year		Degree/Certificate with No Transfer		Total Completion		
		Head-count	Count	Row %	Count	Row %	Count	Row %	80% Index
AY08-09	*Not on probation 1 status*	*239*	*171*	*71.5%*	*30*	*12.6%*	*201*	*84.1%*	*100.0%*
	Total	340	214	62.9%	40	11.8%	254	74.7%	88.8%
Probation 2 Status AY08-09	On probation 2 status	70	22	31.4%	9	12.9%	31	44.3%	53.6%
	Not on probation 2 status	*270*	*192*	*71.1%*	*31*	*11.5%*	*223*	*82.6%*	*100.0%*
	Total	340	214	62.9%	40	11.8%	254	74.7%	90.5%
Dismissal Status AY08-09	On dismissal status	33	9	27.3%	3	9.1%	12	36.4%	46.1%
	Not on dismissal status	*307*	*205*	*66.8%*	*37*	*12.1%*	*242*	*78.8%*	*100.0%*
	Total	340	214	62.9%	40	11.8%	254	74.7%	94.8%
Foster Youth	**Too few to report**								
Veterans	**Too few to report**								

Notes: This table reports on first-time students in AY2008-09 (Summer-Fall-Spring) who were enrolled in at least 12 units and who enrolled in any transfer-level Mathematics or English course (minimum ENGL 110/165) after their first year, and tracks their completion (transfer or degree/certificate) through 2013-14. The 80% Index compares the rate of each subgroup attaining an outcome to the rate attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). A result of less than 80 percent is considered evidence of a disproportionate impact. Reference subgroups are in *italics*.

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Source: National Student Clearinghouse and SMCCCD Student Database: Academic History, Term Degrees Certificates, Term GPA, and Financial Aid Awards tables.

CAMPUS-BASED RESEARCH

F. Academic Standing—Probation and Dismissal Status

Colleges should report on the academic/progress probation and disqualification data of their students. The report should include the college's organized effort in dealing with this matter to assist students in improving their academic/progress probation and disqualification rate/s.

CSM local research provides an overall profile of students' academic standing—Probation 1, Probation 2, and Dismissal status. Rates of being placed on the 3 types of academic probation or dismissal are analyzed: ethnicity, gender, age, disability status, low income economic status, foster youth, and veterans. Due to small 'n' sizes associated with many of the disaggregated populations identified for disproportionate impact analysis, several groups were identified for disproportionate impact. Caution is advised with low subgroup counts (n<50). Beyond the 80% Index standard, the CSM Equity Committee is concerned about reducing the number of students who experience academic difficulty.

Data for CSM Student Equity Plan 2014

CSM

Academic Standing--Probation and Dismissal Status

Academic Standing—Probation and Dismissal Status: Student Equity Plan Definition

Colleges should report on the academic/progress probation and disqualification data of their students. The report should include the college's organized effort in dealing with this matter to assist students in improving their academic/progress probation and disqualification rate/s.

Data Included:
- Table 1: Academic Standing, Fall 2012 – Spring 2013
- Table 2: Probation 1 Status, Fall 2012 – Spring 2013
- Table 3: Probation 2 Status, Fall 2012 – Spring 2013
- Table 4: Dismissal Status, Fall 2012 – Spring 2013

Key Findings:
- Table 1 provides an overall profile of students' academic standing—Probation 1, Probation 2, and Dismissal status. Because the data reported is for 2 academic

semesters, some students may be included in multiple academic standing categories.

- Table 2 – 4 examines the student characteristics for each type of academic standing status.

- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the successful course completion rates of the following populations are analyzed:
    39. Ethnicity
    40. Gender
    41. Age
    42. Disability status
    43. Low income economic status
    44. Foster Youth
    45. Veterans

- 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 specific population with the highest rate of success. 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 highlights the extent to which various populations' academic standing status rates are within or outside of the 80% standard.

- NOTE: The 80% Index data for Academic Standing is presented in terms of "**Not** On Probation 1/2/Dismissal Status". This reversal allows for a consistent application of the 80% Index when applied to probation and dismissal data.

- Using age (Table 2) as an example. Students 60 years or older have the highest "Not on Probation 1 Status" rate: 99.0%. 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 younger than 20 = 76.1%. This figure is 76.8% of the reference group's success rate of 99.0%. Hence, their 80% Index = 76.8% and is <u>below</u> 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 CSM 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 (n<50).

Table 1. Academic Standing, Fall 2012 – Spring 2013

		Total Headcount (unduplicated)	Probation 1		Probation 2		Dismissal	
			Count	Row N %	Count	Row N %	Count	Row N %
Ethnicity	African American	479	64	13.4%	42	8.8%	30	6.3%
	American Indian/ Alaskan Native	27	4	14.8%	1	3.7%	1	3.7%
	Asian	1,924	126	6.5%	72	3.7%	55	2.9%
	Filipino	886	68	7.7%	42	4.7%	44	5.0%
	Hispanic	2,478	324	13.1%	182	7.3%	163	6.6%
	Multi Races	1,772	245	13.8%	138	7.8%	107	6.0%
	Pacific Islander	293	43	14.7%	25	8.5%	20	6.8%
	White	4,274	320	7.5%	185	4.3%	160	3.7%
	Unknown	731	49	6.7%	32	4.4%	22	3.0%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Gender	Female	6,325	568	9.0%	307	4.9%	282	4.5%
	Male	6,217	637	10.2%	392	6.3%	303	4.9%
	Not recorded	322	35	11.7%	19	6.4%	17	5.7%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Age	Younger than 20	2,299	550	23.9%	247	10.7%	93	4.0%
	20 - 24	4,580	452	9.9%	321	7.0%	346	7.6%
	25 - 29	1,980	95	4.8%	77	3.9%	67	3.4%
	30 - 39	1,843	84	4.6%	43	2.3%	65	3.5%
	40 - 49	1,023	37	3.6%	17	1.7%	17	1.7%
	50 - 59	712	19	2.7%	9	1.3%	10	1.4%
	60 and older	417	4	1.0%	5	1.2%	4	1.0%
	Total	12,854	1,241	9.7%	719	5.6%	602	4.7%
Disability Status	Receives DSPS services	1,057	99	9.4%	61	5.8%	61	5.8%
	No DSPS services	11,807	1,144	9.7%	658	5.6%	541	4.6%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Economic Status	Low income student	2,664	347	13.0%	190	7.1%	150	5.6%
	Not low income	10,200	896	8.8%	529	5.2%	452	4.4%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Foster Youth	Foster youth	126	27	21.4%	10	7.9%	11	8.7%
	Not foster youth	12,738	1,216	9.5%	709	5.6%	591	4.6%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Veterans	Veteran	342	36	10.5%	23	6.7%	9	2.6%
	Not a veteran	12,522	1,207	9.6%	696	5.6%	593	4.7%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%

Notes: Headcounts are unduplicated within each academic standing category, however, a student may be counted in more than one category (e.g., a student may be counted once in both the Probation 1 and Probation 2 columns).
Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 2. Probation 1 Status, Fall 2012 – Spring 2013

		Total Headcount (unduplicated)	NOT on Probation 1 status		
			Count	Row N %	80% Index
Ethnicity	African American	479	415	86.6%	92.7%
	American Indian/Alaskan Native	27	23	85.2%	91.2%
	Asian	*1,924*	*1,798*	*93.5%*	*100.0%*
	Filipino	886	818	92.3%	98.8%
	Hispanic	2,478	2,154	86.9%	93.0%
	Multi Races	1,772	1,527	86.2%	92.2%
	Pacific Islander	293	250	85.3%	91.3%
	White	4,274	3,954	92.5%	99.0%
	Unknown	731	682	93.3%	99.8%
	Total	12,864	11,621	90.3%	96.7%
Gender	*Female*	*6,325*	*5,757*	*91.0%*	*100.0%*
	Male	6,217	5,580	89.8%	98.6%
	Not recorded	322	284	88.2%	96.9%
	Total	12,864	11,621	90.3%	99.3%
Age	**Younger than 20**	**2,299**	**1,749**	**76.1%**	**76.8%**
	20 - 24	4,580	4,128	90.1%	91.0%
	25 - 29	1,980	1,885	95.2%	96.1%
	30 - 39	1,843	1,759	95.4%	96.4%
	40 - 49	1,023	986	96.4%	97.3%
	50 - 59	712	693	97.3%	98.3%
	60 and older	*417*	*413*	*99.0%*	*100.0%*
	Total	12,854	11,613	90.3%	91.2%
Disability Status	*Receives DSPS services*	*1,057*	*958*	*90.6%*	*100.0%*
	No DSPS services	11,807	10,663	90.3%	99.6%
	Total	12,864	11,621	90.3%	99.7%
Economic Status	Low income student	2,664	2,317	87.0%	95.4%
	Not low income	*10,200*	*9,304*	*91.2%*	*100.0%*
	Total	12,864	11,621	90.3%	99.0%
Foster Youth	Foster youth	126	99	78.6%	86.9%
	Not foster youth	*12,738*	*11,522*	*90.5%*	*100.0%*
	Total	12,864	11,621	90.3%	99.8%
Veterans	Veteran	342	306	89.5%	99.0%
	Not a veteran	*12,522*	*11,315*	*90.4%*	*100.0%*
	Total	12,864	11,621	90.3%	99.9%

Notes: The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). 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. A result of less than 80 percent is considered

evidence of a disproportionate impact. Because the 80% Index methodology references the subgroup with the *highest* rate, this table compares the rates of subgroups who were *not* on probation. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 3. Probation 2 Status, Fall 2012 – Spring 2013

		Total Headcount (unduplicated)	NOT on Probation 2 status		
			Count	Row N %	80% Index
Ethnicity	African American	479	437	91.2%	94.7%
	American Indian/Alaskan Native	*27*	*26*	*96.3%*	*100.0%*
	Asian	*1,924*	*1,852*	*96.3%*	*100.0%*
	Filipino	886	844	95.3%	98.9%
	Hispanic	2,478	2,296	92.7%	96.2%
	Multi Races	1,772	1,634	92.2%	95.8%
	Pacific Islander	293	268	91.5%	95.0%
	White	4,274	4,089	95.7%	99.4%
	Unknown	731	699	95.6%	99.3%
	Total	12,864	12,145	94.4%	98.0%
Gender	*Female*	*6,325*	*6,018*	*95.1%*	*100.0%*
	Male	6,217	5,825	93.7%	98.5%
	Not recorded	322	302	93.8%	98.6%
	Total	12,864	12,145	94.4%	99.2%
Age	Younger than 20	2,299	2,052	89.3%	90.3%
	20 - 24	4,580	4,259	93.0%	94.1%
	25 - 29	1,980	1,903	96.1%	97.3%
	30 - 39	1,843	1,800	97.7%	98.9%
	40 - 49	1,023	1,006	98.3%	99.5%
	50 - 59	712	703	98.7%	99.9%
	60 and older	*417*	*412*	*98.8%*	*100.0%*
	Total	12,854	12,135	94.4%	95.6%
Disability Status	Receives DSPS services	1,057	996	94.2%	99.8%
	No DSPS services	*11,807*	*11,149*	*94.4%*	*100.0%*
	Total	12,864	12,145	94.4%	100.0%
Economic Status	Low income student	2,664	2,474	92.9%	97.9%
	Not low income	*10,200*	*9,671*	*94.8%*	*100.0%*
	Total	12,864	12,145	94.4%	99.6%
Foster youth	Foster youth	126	116	92.1%	97.6%
	Not foster youth	*12,738*	*12,029*	*94.4%*	*100.0%*
	Total	12,864	12,145	94.4%	100.0%
Veterans	Veteran	342	319	93.3%	98.8%
	Not a veteran	*12,522*	*11,826*	*94.4%*	*100.0%*
	Total	12,864	12,145	94.4%	100.0%

Notes: The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). 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. A result of less than 80 percent is considered evidence of a disproportionate impact. Because the 80% Index methodology references the subgroup with the *highest* rate, this

table compares the rates of subgroups who were *not* on probation. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.
Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 4. Dismissal Status, Fall 2012 – Spring 2013

		Total Headcount (unduplicated)	NOT on Dismissal status		
			Count	Row N %	80% Index
Ethnicity	African American	479	449	93.7%	96.5%
	American Indian/Alaskan Native	27	26	96.3%	99.1%
	Asian	*1,924*	*1,869*	*97.1%*	*100.0%*
	Filipino	886	842	95.0%	97.8%
	Hispanic	2,478	2,315	93.4%	96.2%
	Multi Races	1,772	1,665	94.0%	96.7%
	Pacific Islander	293	273	93.2%	95.9%
	White	4,274	4,114	96.3%	99.1%
	Unknown	731	709	97.0%	99.8%
	Total	12,864	12,262	95.3%	98.1%
Gender	*Female*	*6,325*	*6,043*	*95.5%*	*100.0%*
	Male	6,217	5,914	95.1%	99.6%
	Not recorded	322	305	94.7%	99.1%
	Total	12,864	12,262	95.3%	99.8%
Age	Younger than 20	2,299	2,206	96.0%	96.9%
	20 - 24	4,580	4,234	92.4%	93.3%
	25 - 29	1,980	1,913	96.6%	97.6%
	30 - 39	1,843	1,778	96.5%	97.4%
	40 - 49	1,023	1,006	98.3%	99.3%
	50 - 59	712	702	98.6%	99.6%
	60 and older	*417*	*413*	*99.0%*	*100.0%*
	Total	12,854	12,252	95.3%	96.2%
Disability Status	Receives DSPS services	1,057	996	94.2%	98.8%
	No DSPS services	*11,807*	*11,266*	*95.4%*	*100.0%*
	Total	12,864	12,262	95.3%	99.9%
Economic Status	Low income student	2,664	2,514	94.4%	98.7%
	Not low income	*10,200*	*9,748*	*95.6%*	*100.0%*
	Total	12,864	12,262	95.3%	99.7%
Foster Youth	Foster youth	126	115	91.3%	95.7%
	Not foster youth	*12,738*	*12,147*	*95.4%*	*100.0%*
	Total	12,864	12,262	95.3%	99.7%
Veterans	*Veteran*	*342*	*333*	*97.4%*	*100.0%*
	Not a veteran	12,522	11,929	95.3%	97.8%
	Total	12,864	12,262	95.3%	97.8%

Notes: The 80% Index compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the subgroup with the highest rate (reference subgroup). Care must be taken when interpreting results with low subgroup counts (n<50). 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. A result of less than 80 percent is considered

evidence of a disproportionate impact. Because the 80% Index methodology references the subgroup with the *highest* rate, this table compares the rates of subgroups who were *not* in dismissal. Reference subgroups are in *italics*. Subgroups suffering disproportionate impact are in **bold**.
Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Goals and Activities

A. STUDENT SUCCESS INDICATOR FOR 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.

The overall goal based on the student success indicator for access is to increase enrollment of students ages 30 and older and those senior citizens with low income. In addition, we intend to increase outreach to additional student populations with barriers—disconnected youth (incarcerated youth and foster youth) and ESL population.

ACTIVITY A.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity Identifier	Activity	Responsible person/group	Target date
A.1	Re-examine existing CTE offerings to better meet student needs, particularly reentry students and those returning for retraining.	CTE Dean	Fall 2015
A.2	Increase CTE offerings in high demand jobs specific to our community.	CTE Dean	Fall 2016
A.3	Increase collaboration with SMAC to generate community awareness of CSM college course offerings.	Dean of Kinesiology, Vice Chancellor for Auxiliary Services	Spring 2015
A.4	Implement Project Change to serve the needs of incarcerated youth.	Dean of Language Arts	Fall 2014
A.5	Increase collaboration of ESL course offerings and pedagogy between college and San Mateo Adult School to increase awareness among older students.	Dean of ASLT, ESL faculty	Fall 2014
A.6	Increase information sharing between college and adult school.	ESL Faculty, EOPS Staff	Fall 2014

A. 7	Continue to provide monthly workshops to former foster youth regarding college opportunities.	Director of Student Support	Fall 2014
A.8	Continue to offer Dreamer Workshops for AB540 students.	Multicultural Center counselor, FA staff, EOPS and Puente staff	Fall 2014 – Spring 2017
A.9	Increase collaboration between high schools and CSM to identify AB 540 students.	Director of Student Support Programs; CRM Director	Spring 2015
A.10	Continue to host annual Mana Conference to increase awareness of postsecondary opportunities for Pacific Islander students.	Dean of Enrollment Services	Spring 2015
A.11	Implement components of FYE (e.g. early assessment) to attract high school students.	Dean of Language Arts, Dean of Math Science, Dean of Counseling	Fall 2015
A.12.1	Continue to provide outreach to targeted populations via EOPS outreach to students that meet the eligibility criteria.	EOPS Staff	Fall 2014
A.12.2	Strengthen high school connections with Special Education instructors and continue to provide outreach to targeted populations via DSPS to students that may be eligible.	DSPS Staff	Fall 2014
A.13	Examine District policies and procedures that may impact access (e.g. drop for non-payment; CCC Apply application).	Dean of Enrollment Services	Spring 2015
A.14	Continue to foster partnerships and collaborations with state and county organizations that serve veterans students, including non-profit NPower.	Dean of Enrollment Services	2014-2017
A.15	Provide ongoing professional development activities for faculty and staff to promote strategies for serving veteran students and Former Foster Youth.	Dean of ASTL, Dean of Enrollment Services, Director of Support Programs, Professional Development Coordinator	

A.16	Continue partnership with Jeramiah's Promise to coordinate outreach to Foster Youth.	Director of Support Programs	2014-2017
A.17	Designate a staff person to assist in identifying current students who are former foster youth.	Multicultural Center, Financial Aid	
A.18	Designate a staff person who will contact former foster youth students to track their progress throughout the semester and assist students with a variety of holistic needs.	Multicultural Center	

EXPECTED OUTCOME A.1.1

Activity Identifier	Expected Outcome
A.1.1	Recommendations to reconfigure existing CTE programs, modify CTE course scheduling, or redesign existing CTE programs and/or course offerings.
A.2.1	Offer CTE programs leading to certificate or degree based on needs assessment of "high demand" areas.
A.3.1	2% increase in enrollment of students age 30 and above.
A.4.1	Expand Project Change based on results of pilot year and identified need.
A.5.1 & A.6.1	Improved alignment of Adult School and CSM course offerings and scheduling sequence.
A.7.1	2% increase in retention and success rates of foster youth.
A.8.1	3% increase in enrollment of AB540 students.
A.9.1	3% increase in enrollment of AB540 students.
A.10.1	150 high students participating in Mana Conference.
A.11.1	Early assessment piloted at selected high schools.
A.12.1	2% increase in EOPS applicants.
A.12.2	Increase in awareness of high school academic adjustments vs. college accommodations for students with disabilities.
A.13.1	Reduction by 2% the number of students dropped for non-payment.
A.14.1	4% increase in veteran students.
A.15.1	40 faculty and staff participate in professional development activity.
A.16.1 A.17.1	2% increase in Former Foster Youth enrollments at the college.
A.18.1	Increase in accurate information collected and data reported in regards to former foster youth.

GOALS AND ACTIVITIES

B.   STUDENT SUCCESS INDICATOR FOR 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.

The overall goal of student success indicator for course completion is an increase course completion rates for African-American students, Pacific Island students, and those younger than 20 years old.

ACTIVITY B.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity Identifier	Activity	Responsible person/group	Target date
B.1	Implement Umoja Learning Community to increase success and retention of African-American students in the English cohort section.	Umoja faculty and coordinator	Fall 2014
B.2	Continue to offer the Writing in the End Zone Project to maintain success of African-American and Pacific Island male athletes.	Language Arts Dean & Dean of Kinesiology	Fall 2014
B.3	Research and develop an FYE plan with selected feeder high schools bridging the high school to college experience which will include outreach, early placement, bridge, peer mentoring, and data sharing.	FYE Taskforce	Fall 2014-Spring 2015
B.4	Implement the FYE plan.	FYE Taskforce	Fall 2015-Spring 2016
B.5	Assess FYE plan end of Spring 2016 and revise accordingly.	FYE Taskforce	Spring 2016
B.6	Expand FYE plan to additional feeder high schools.	FYE Taskforce	2016-17
B. 7	Develop probation workshop for students younger than 20 who are placed on Probation 1 status.	Dean of Academic Support & Dean of Counseling	2014-15

B.8	Offer probation workshops, with emphasis on importance of meeting with counselor and developing SEP, for students younger than 20 who are placed on Probation 1 status.	Dean of Academic Support & Dean of Counseling	2015-16
B.9	Explore effectiveness of Early Alert system; provide professional development activities for faculty to encourage early in the semester information to students of their status and to increase the intervention by instructional and student services faculty.	Profession Development Coordinator, Dean of ASTL, Dean of Counseling	Spring 2015
B.10	Require orientation for all non-exempt students as outlined in SSSP Plan.	Dean of Counseling	Spring 2015 - 2017
B.11	Provide Professional Development activities for faculty to apply Habits of Mind strategies, mental health referrals, Endaba principles, and counseling workshops to increase awareness of support services.	Professional Development coordinator, Dean of ASTL, CSM Cares	Spring 2015
B.12	Analyze high school transcript data from research exploring alternative assessment for English and math placement.	PRIE, Language Arts Dean, Math/Science Dean, and appointed English and Math faculty	Fall 2014- Spring 2015
B.13	Provide faculty workshop regarding SSSP regulations, specifically students' academic status and its effect on BOG eligibility and priority registration.	Professional Development coordinator, Dean of Counseling, Dean of ASLT, VPSS	Fall 2014
B.14	Continue to outreach to Latino students about the Puente Program.	Puente Co-coordinators	Fall 2014- Spring, 2017
B.15	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	Spring 2015

B.16	Offer workshops and presentations for students and faculty each semester to promote mental health emphasizing its impact on student success and retention.	CSM Cares Team	Fall 2014-Spring 2017
B.17	Continue to revise Program Review document and process to ensure that a robust dialogue occurs at the department level to analyze student achievement data and make program revisions based on identified gaps.	All deans, instructional and student services faculty and staff	2014-2017
B.18	Work with the District Human Resources Department to ensure widespread advertising of all positions to help ensure diversity in the applicant pools.	District HR; appropriate college staff	2014-2017

EXPECTED OUTCOME B.1.1

Activity Identifier	Expected Outcome
B.1.1	Umoja Learning Community expected enrollment in English cohort for first year 2014-15 is 30 students.
B.1.2	10% higher completion rate of students participating in Umoja Learning Community English cohort as compared to students enrolled in non-Umoja English courses.
B.1.3	10% higher retention and success rates of students participating in Umoja Learning Community English cohort as compared to students enrolled in non-Umoja English courses.
B.2.1	Maintain student success and completion rates for Writing in the End Zone students and continue to identify needs to help support the program.
B.2.2	Increase in student success in Writing in the End Zone by 3% in 2015-16.
B.3.1	Complete FYE Plan for 2 feeder high schools by end of Spring 2015.
B.4.1	Implement FYE pilot in 2 feeder high schools.
B.5.1	Collect and analyze of data of first year FYE pilot.
B.6.1	Implement FYE Project with addition feeder high schools.
B.7.1	Components and detailed outline of Probation Workshop developed.
B.8.1	Reduction by 4% of the number of students younger than 20 who continue to Probation 2 status.
B.9.1	Reduction by 4% of the number of students younger than 20 who are placed on Probationary 1 status.
B.10.1	Increase student persistence rate from 42.5% to 46%.
B.11.1	35 faculty members participating in identified Professional Development activities.
B.12.1	Approve and implement alternative assessment for English and math placement.

B.13.1	25 faculty members participating in workshop regarding SSSP.
B.14.1	Ensure Puente Program remains at maximum enrollment.
B.15.1	40 faculty participating in professional development workshops.
B.16.1	50 students and 20 faculty will attend workshops and presentations per semester.
B.17.1	Improved data analysis and action plans in Program Review for addressing identified needs.
B.18.1	Monitor demographics of faculty, staff and administration.

GOALS AND ACTIVITIES

C.   STUDENT SUCCESS INDICATOR FOR 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.

The overall goal of student success indicator for ESL and Basic Skills completion is the increase success and progress in Basic Skills English and math.

ACTIVITY C.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity Identifier	Activity	Responsible person/group	Target date
C.1	Fund the SI Project in Basic Skills English courses, ESL courses, and Basic Skills math courses.	VPI, VPSS, LC Manager, Dean of ASTL	Fall 2014-Spring 2015
C.2	Increase funding for SI Project to provide support in additional Basic Skills English and math courses.	VPI, Dean of ASTL	2014-15
C.3	Offer professional development activities that specifically address Basic Skills English instruction and infuse Endaba principles where appropriate.	Professional Development Coordinator, Basic Skills Coordinator	Once a semester beginning Spring 2015
C.4	Identified counselor will work with Basic Skills English and math faculty to conduct registration for subsequent English and math courses.	Basic Skills Coordinator, Multicultural Center Staff & Dean of Counseling	Once a semester beginning Spring 2015
C.5	Develop comprehensive Student Educational Plan for all Basic Skills FYE students, based on their identified educational goal.	Basic Skills Counselor	2015-16

C.6	Develop a math acceleration path for Basic Skills students which may include adoption of Math Jam.	Math faculty & Dean of Math/Science, Basic Skills Coordinator	2014-15
C.7	Implement math acceleration courses.	Math faculty, Basic Skills Coordinator, & Dean of Math/Science	2015-16
C.8	Assess math acceleration courses for retention and completion.	Math faculty, Basic Skills Coordinator, & Dean of Math/Science	2016-17
C.9	Provide expanded tutoring for ESL students in the Learning Center.	Dean of Language Arts and Learning Center Manager	2014-15
C.10	Survey ESL 828 and ESL 400 students to determine students' needs to progress to the next writing course.	Dean of Language Arts & Dean of Research	Spring 2015
C.11	Track the effectiveness of the established Adult School to ESL Pathway and revise as appropriate.	PRIE & Dean of Language Arts	Spring 2015-Spring 2017
C.12	Explore and develop plan for implementing bridge program linking Adult Education offerings to credit course offerings at CSM (ACCEL program).	Dean of ASTL & appropriate Instructional Dean & Director of San Mateo Adult School,	2014-2017
C.13	Provide additional support for International Students enrolled in Basic Skills and ESL courses.	Director, International Students Program, Dean of Language Arts, selected faculty	2014-2017

C.14	Examine feasibility for accelerating English 838/848 and ESL sequences.	Dean of Language Arts, Basic Skills Coordinator, selected faculty	Fall 2015
C.15	Continue implementation of the Math 811 project.	Dean of Counseling, Basic Skills Coordinator, Math faculty	2014 –2017
C.16	Explore the development of a cohort program for Basic Skills students.	Dean of Language Arts, Dean Math/Science, Dean of Counseling, selected faculty	Fall 2016
C.17	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and students who have lower success rates than others.	Dean of ASTL, Professional Development Coordinator	Spring 2015
C.18	Offer workshops and presentations for students and faculty each semester to promote mental health and emphasize its impact on student success and retention.	CSM Cares Team	Fall 2014- Spring 2017
C.19	Explore cohort programming and wrap around services for entry level basics skills courses.	Dean of Math/Science, Dean of Language Arts, Dean of Counseling, BSI Coordinator, Multicultural Center staff	2014 - 2017
C.20	Continue to monitor basic skills course offerings.	Dean of Math/Science, Dean of Language Arts	2014 - 2017

EXPECTED OUTCOME C.1.1

Activity Identifier	Expected Outcome
C.1.1	Provide $65K to fund SI Project in Basic Skills English and Basic Skills math course for 2014-15.
C.2.1	Provide funds to SI Project in Basic Skills English and Basic Skills math courses for 2015-16.
C.3.1	50% of all Basic Skills English and Basic Skills math faculty will attend professional development activities.
C.4.1	80% of all Basic Skills English and Basic Skills math students are registered by their priority registration date.
C.5.1	95% of all Basic Skills FYE students will have developed a comprehensive SEP.
C.6.1	Completed math acceleration path.
C.7.1	Implement math acceleration path beginning in 2016/17.
C.8.1	10% higher retention rates of students enrolled in accelerated math courses as compared to students enrolled in traditional length courses.
C.9.1	Identify and assign ESL tutors in the Learning Center.
C.10.1	Complete and analyze results of data from ESL 828 and ESL 400 Progression Survey.
C.11.1	Complete the analysis of data and make modifications as deemed appropriate.
C.12.1	Bridge, as appropriate, is established and assessed.
C.13.1	Increase course completion and retention rate of International Students in their English and ESL courses by 5%.
C.14.1	Reduction in the number of courses needed to complete the English and ESL sequence.
C.15.1	Monitor effectiveness of Math 811 project and provide additional counseling resources based on identified need.
C.16.1	Cohort model identified and implemented for 2016/17 academic year.
C.17.1	40 faculty per year participate in professional development activities.
C.18.1	50 students and 20 faculty will attend workshops and presentations per semester.
C.19.1	Increase in student retention.
C.20.1	Adequate sections to meet student needs.

District : San Mateo County Community College District   **College** : College of San Mateo

GOALS AND ACTIVITIES

D.   STUDENT SUCCESS INDICATOR FOR 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.

The overall goal of student success indicator for degree and certificate completion is the increase in the number of degree and certificate
completers.

ACTIVITY D.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity Identifier	Activity	Responsible person/group	Target date
D.1	Extract from DegreeWorks those students who have earned degrees or certificates but have not applied to receive them.	A&R Staff	Fall 2014
D.2	Schedule two DegreeWorks workshops each semester to instruct students in how to best search for degrees and certificated by catalog year and various majors.	Dean of Counseling	Spring 2015-Spring 2017
D.3	Communicate with students who have reached key milestones progressing toward their degree and certificates.	A & R Staff	Spring 2015-Spring 2017
D.4	Revise local associate degree requirements to align with Title 5 requirements.	Dean of Counseling & COI	Fall 2016
D.5	Schedule joint faculty and counselor presentation in capstone course in certificate programs to promote degree and transfer opportunities.	Dean of Counseling & CTE Dean	Fall 2016
D.6	Communicate with students who do not register for the subsequent semester.	Dean of Research & Dan of Enrollment	Spring 2016
D.7	Provide professional development activities for faculty to encourage the use of Early Alert system early in the semester to inform students of their status and to increase the intervention by instructional and student services faculty.	Professional Development Coordinator	Spring 2015

D.8	Offer workshops and presentations for students, student leaders, staff and faculty each semester to promote mental health and emphasize its impact on student success and retention. (Emphasize to faculty regarding the benefit of bringing classes to mental health workshops/presentations).	CSM Cares Team	Fall 2014-Spring 2017
D.9	Explore offering financial incentive to students enrolled in proposed FYE Project.	Cabinet & IPC & FYE Task Force	2014-2015
D.10	Work with faculty coordinators from Umoja, Puente, WEZ, and Mana Learning Communities to implement special recognition of specific student populations.	Dean of Academic Support & Faculty Coordinators	Spring 2015
D.11	Provide recognition ceremony for certificate recipients.	VPSS	Spring 2015
D.12	Provide workshops for students who have not identified an educational goal and course of study.	Dean of Counseling & Career Counselor	each semester, beginning Spring 2015
D.13	Implement Withdrawal survey; send survey to all students who withdraw from courses.	Dean of Enrollment Services, Dean of PRIE	Spring 2015
D.14	Continue to encourage students to enroll in CRER 120, 121, and 105.	Counseling faculty, Dean of Counseling, PSCs in Counseling	Fall 2014
D. 15	Incorporate the Information Competency requirement in all English 100 courses.	Dean of Language Arts, English faculty	Fall 2014
D. 16	Provide professional development activity during which faculty coordinators in learning communities (e.g. WEZ, Puente, Umoja) share with all faculty data and best practices for student retention and success.	Professional Development Coordinator, Dean of ASLT, & Dean of PRIE	Spring 2015
D.17	Institutionalize CSM Cares Program.	Cabinet	Fall 2016
D.18	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	Fall 2015

D.19	Analyze data regarding the number of degrees and certificates awarded with a goal of reducing/eliminating programs in which there are few/no award earners.	VPI, instructional deans, Dean of Enrollment Services, Dean of Counseling	Spring, 2015

EXPECTED OUTCOME D.1.1

Activity Identifier	Expected Outcome
D.1.1	2% increase in the number of degrees and certificates for student who had not applied.
D.2.1	60 students per semester will attend DegreeWorks workshops.
D.3.1	2% increase in the number of degrees and certificates issued to students who received communication.
D.4.1	Streamlined local requirements for associate degree.
D.5.1	Increase by 5% the number of certificate recipients earning degrees and/or transferring.
D.6.1	Increase in 3% of students who received communication and registered for subsequent term.
D.7.1	Increase by 5% the number of students completing courses leading to degrees and certificates.
D.8.1	50 students and 20 faculty will attend workshops and presentations per semester.
D.9.1	Decision reached regarding financial incentives.
D.10.1	Recognition ceremonies implemented.
D.11.1	Recognition ceremony for certificate recipients.
D.12.1	Reduction by 10% of students without an educational goal and course of study.
D. 13.1	Analyze withdraw data for both online and traditional courses; share results with IPC and determine if retention strategies that might reduce withdrawal rates.
D.14.1	Increase enrollment in CRER classes by 5%.
D.15.1	Information competency incorporated into all English 100 classes.
D.16.1	Determine those best practices to incorporate into additional CSM courses and programs.
D.17. 1	Provide funding for 3 guest speakers a year and 3 FLC reassigned time for faculty liaison.
D.18.1	40 faculty per year participate in professional development activities.
D.19.1	50 students and 20 faculty will attend workshops and presentations per semester.

GOALS AND ACTIVITIES

E.   STUDENT SUCCESS INDICATOR FOR 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.

The overall goal of student success indicator for transfer is an increase in the overall student transfer rate.

ACTIVITY E.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity Identifier	Activity	Responsible person/group	Target date
E.1	Fund the SI Project for various math, English, other specifically identified courses.	VPI & VPSS	2015-16
E.2	Develop comprehensive SEP for all transfer students.	Dean of Counseling & Counseling Faculty	2015-2016
E.3	Develop a math acceleration path.	Dean of Math/Science & Math Faculty	2014-2015
E.4	Implement math acceleration courses.	Dean of Math/Science & Math Faculty	2015-16
E.5	Assess math acceleration courses for retention and completion.	Dan of Math/Science & Math Faculty	2016-17
E.6	Email communications to students who have reached key milestones progressing toward transfer.	A&R Staff	Spring 2015-Spring 2017

E.7	Schedule joint faculty and counselor presentations in high demand transfer courses to promote transfer opportunities.	Dean of Counseling & Instructional Deans	Fall 2016
E.8	Research and develop an FYE plan with selected high schools bridging the high school-to-college experience which will include early placement, bridge, peer mentoring, and data sharing.	FYE Taskforce	Fall 2014-Spring 2015
E.9	Continue to offer a variety of transfer-related activities through the Transfer Center, including workshops, presentations, and college visits.	Transfer Center Coordinator	2014-2017
E.10	Schedule the annual Transfer Tribute ceremony.	Academic Senate	Spring 2015
E.11	Implement Transfer Week each semester.	Transfer Center Coordinator	Fall 2014
E.12	Continue development of AA/AS-Transfer degree pathways.	Dean of Counseling & Instructional Deans	2014-2016
E.13	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development	Spring 2015
E.14	Offer workshops and presentations for students and faculty each semester to promote mental health and emphasize its impact on student success and retention.	CSM Cares Team	Fall 2014-Spring 2017
E.15	Continue to offer university bus tours to EOPS students.	EOPS Staff	2014 - 2017

EXPECTED OUTCOME E.1.1

Activity Identifier	Expected Outcome
E.1.1	Provide $65K to fund SI Project for 2014-15.
E.2.1	95% of all transfer students will have developed a comprehensive SEP.
E.3.1	Completed math acceleration pathway.
E.4.1	Offer math acceleration pathway.
E.5.1	A student rate of 70% completion in accelerated courses.
E.6.1	2% increase in number of transfers of those students who received communication.

E.7.1	Increase by of the num5%ber of transfer students.
E.8.1	Complete the FYE plan for 2 feeder high schools by the end of Spring 2015.
E.9.1	Continue to obtain student evaluation of Transfer Center activities and modify as needed.
E.10.1	Increase by 3% the number of transfer students attending Transfer Tribute.
E.11.1	Increase by 2% the number of students attending Transfer Week.
E.12.1	Approval and implementation of new AS/AS-Transfer degrees.
E.13.1	40 faculty per year participate in professional development activities.
E.14.1	50 students and 20 faculty will attend workshops and presentations per year.
E.15.1	Increase transfer awareness for EOPS students.

Budget

Each of the Student Equity Plan activities are outlined below. The amount and funding source is noted. The funding source legend is as follows:

F1 –   Fund 1 (General College Funds)
SSSP – Student Success Program Funds
SE –   Student Equity Funds
EOPS – Extended Opportunity Program and Services Funds
Foundation – San Mateo County Community College Foundation
Pro. Dev. – Professional Development Funds

Note: Some activities do not have budgetary implications. In other cases, the exact amount of funding has yet to be determined.

Activity ID	Activity	Responsible person/group	Budget	Funding Source
A.1	Re-examine existing CTE offerings to better meet student needs, particularly reentry students and those returning for retraining.	CTE Dean	To Be Determined	F1
A.2	Increase CTE offerings in high demand jobs specific to our community.	CTE Dean	CTE Offerings. Pending completion of labor market analysis planned for 14-15	F1
A.3	Increase collaboration with SMAC to generate community awareness of CSM college course offerings.	Dean of Kinesiology, Vice Chancellor for Auxiliary Services		
A.4	Implement Project Change to serve the needs of court-involved youth.	Dean of Language Arts	$100K	SE, District Funded

A.5	Increase collaboration of ESL course offerings and pedagogy between college and San Mateo Adult School to increase awareness among older students.	Dean of ASLT, ESL faculty	$6K	SE
A.6	Increase information sharing between college and adult school.	ESL Faculty	$1K	F1, SE
A.7	Continue to provide monthly workshops to foster youth regarding college opportunities.	Director of Student Support	$6K	SE
A.9	Increase collaboration between high schools and CSM to identify AB 540 students.	Director of Student Support Programs; CRM Director	$5K	SE
A.10	Continue to host annual Mana Conference to increase awareness of postsecondary opportunities for Pacific Islander students.	Dean of Enrollment Services	$12K	SE
A.11	Implement components of FYE (e.g. early assessment) to attract high school students.	Dean of Language Arts, Dean of Math Science, Dean of Counseling	See B.3	
A.12	Continue to provide outreach to targeted populations via EOPS outreach to students that meet eligibility criteria.	EOPS Staff		EOPS

A.13	Examine District policies and procedures that may impact access (e.g. drop for non-payment; CCC Apply application).	Dean of Enrollment Services		
A.14	Continue to foster partnerships and collaborations with state and county organizations that serve veterans students, including non-profit NPower.	Dean of Enrollment Services	$3K	SE
A.15	Provide ongoing professional development activities for faculty and staff to promote strategies for serving veteran students and foster youth.	Dean of ASTL, Dean of Enrollment Services, Director of Support Programs, Professional Development Coordinator	$6K	Pro. Dev., SE
A.16	Continue partnership with Jeremiah's Promise to coordinate outreach to foster youth.	Director of Student Support Services		
A.17	Designate a staff person to assist in identifying current students who are former foster youth.	Multicultural Center, Financial Aid		
A.18	Designate a staff person who will contact former foster youth students to track their progress throughout the semester and assist students with a variety of holistic needs.	Multicultural Center		

A.19	Provide additional funding to the Diversity in Action Committee to continue providing equity and diversity activities on campus	DIAG	$6K	SE
B.1	Implement Umoja Learning Community to increase success and retention of African-American students in the English cohort section.	Umoja faculty and coordinator	$15K	F1, SE
B.2	Continue to offer the Writing in the End Zone Learning Community to maintain success of African-American and Pacific Islander male athletes.	Language Arts Dean & Dean of Kinesiology	$6K	SE
B.3	Research and develop an FYE plan with selected feeder high schools bridging the high school to college experience which will include outreach, early placement, bridge, peer mentoring, and data sharing.	FYE Taskforce	$150K (Estimate)	F1, SE
B.4	Implement the FYE plan.	FYE Taskforce	See B.3	
B.5	Assess FYE plan end of Spring 2016 and revise accordingly.	FYE Taskforce		

B.6	Expand FYE plan to additional feeder high schools.	FYE Taskforce	$50K	SE, F1
B.7	Develop probation workshop for students younger than 20 who are placed on Probation 1 status.	Dean of Academic Support & Dean of Counseling	$1K	SE
B.8	Offer probation workshops, with emphasis on importance of meeting with counselor and developing SEP, for students younger than 20 who are placed on Probation 1 status.	Dean of Academic Support & Dean of Counseling	See B.7	
B.9	Explore effectiveness of Early Alert system; provide professional development activities for faculty to encourage early in the semester information to students of their status and to increase the intervention by instructional and student services faculty.	Profession Development Coordinator, Dean of ASTL, Dean of Counseling	To Be Determined	Pro. Dev.
B.10	Require orientation for all non-exempt students as outlined in SSSP Plan.	Dean of Counseling		SSSP

B.11	Provide Professional Development activities for faculty to apply Habits of Mind strategies, mental health referrals, Indaba principles, and counseling workshops to increase awareness of support services.	Professional Development coordinator, Dean of ASTL, CSM Cares	To Be Determined	Pro. Dev.
B.12	Analyze high school transcript data from research exploring alternative assessment for English and math placement.	PRIE, Language Arts Dean, Math/Science Dean, and appointed English and Math faculty		
B.13	Provide faculty workshop regarding SSSP regulations, specifically students' academic status and its effect on BOG eligibility and priority registration.	Professional Development coordinator, Dean of Counseling, Dean of ASLT, VPSS	To Be Determined	Pro. Dev.
B.14	Continue to outreach to Latino students about the Puente Program.		$2K	SE
B.15	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	See C.17	Pro. Dev.

B.16	Offer workshops and presentations for students and faculty each semester to promote mental health emphasizing its impact on student success and retention.	CSM Cares Team	See E.14	SE
B.17	Continue to revise Program Review document and process to ensure that a robust dialogue occurs at the department level to analyze student achievement data and make program revisions based on identified gaps.	All deans, instructional and student services faculty and staff		
C.1	Fund the SI Project in Basic Skills English courses, ESL courses, and Basic Skills math courses.	VPI, VPSS, LC Manager, Dean of ASTL	$160K	One-time External Funding, SE
C.2	Increase funding for SI Project to provide support in additional Basic Skills English, ESL, and math courses.	VPI, Dean of ASTL	See C.1	
C.3	Offer professional development activities that specifically address Basic Skills English instruction and infuse INDABA principles where appropriate.	Professional Development Coordinator, Basic Skills Coordinator	To Be Determined	Pro. Dev.

C.4	Identified counselor will work with Basic Skills English, ESL, and math faculty to conduct registration for subsequent English and math courses.	Basic Skills Coordinator, MCC Counselor & Dean of Counseling		SSSP
C.5	Develop comprehensive Student Educational Plan for all Basic Skills FYE students, based on their identified educational goal.	Basic Skills Counselor		SSSP
C.6	Develop a math acceleration path for Basic Skills students which may include adoption of Math Jam.	Math faculty & Dean of Math/Science, Basic Skills Coordinator	$15K	SE
C.7	Implement math acceleration courses.	Math faculty, Basic Skills Coordinator, & Dean of Math/Science	To Be Determined	F1
C.8	Assess math acceleration courses for retention and completion.	Math faculty, Basic Skills Coordinator, & Dean of Math/Science		
C.9	Expand assistance to ESL students in the Learning Center, with the possibility of ESL tutoring and peer mentoring.	Dean of Language Arts and Learning Center Manager	$4K	SE, F1

C.10	Investigate offering ESL 400 and/or a Grammar Jam in the summer to help students accelerate.	Dean of Language Arts & Dean of Research	$1K	F1
C.11	Track the effectiveness of the established Adult School to ESL Pathway and revise as appropriate.	PRIE & Dean of Language Arts		
C.12	Explore and develop plan for implementing bridge program linking Adult Education offerings to credit course offerings at CSM (ACCEL program).	Dean of ASTL & appropriate Instructional Dean & Director of San Mateo Adult School	$30K	SE
C.13	Explore scheduling options to provide additional support for International Students enrolled in Basic Skills and ESL courses.	Director, International Students Program, Dean of Language Arts, selected faculty	To Be Determined	F1
C.14	Examine feasibility for accelerating English 838 / 848 and ESL sequences.	Dean of Language Arts, Basic Skills Coordinator, selected faculty		
C.15	Continue implementation of the Math 811 project.	Dean of Counseling, Basic Skills Coordinator, Math faculty	$35K	F1, SE

C.16	Explore the development of a cohort program for Basic Skills students, including Learning Communities for ESL.	Dean of Language Arts, Dean Math/Science, Dean of Counseling, selected faculty	$7K	SE
C.17	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator		Pro. Dev.
C.18	Offer workshops and presentations for students and faculty each semester to promote mental health and emphasize its impact on student success and retention.	CSM Cares Team	See E.14	
D.1	Extract from DegreeWorks those students who have earned degrees or certificates but have not applied to receive them.	A&R Staff		
D.2	Schedule two DegreeWorks workshops each semester to instruct students in how to best search for degrees and certificates by catalog year and various majors.	Dean of Counseling		SSSP

D.3	Communicate with students who have reached key milestones progressing toward their degree and certificates.	A & R Staff		
D.4	Revise local associate degree requirements to align with Title 5 requirements.	Dean of Counseling & COI		
D.5	Schedule joint faculty and counselor presentation in capstone course in certificate programs to promote degree and transfer opportunities.	Dean of Counseling & CTE Dean		
D.6	Communicate with students who do not register for the subsequent semester.	Dean of Research & Dean of Enrollment		
D.7	Provide professional development activities for faculty to encourage the use of Early Alert system early in the semester to inform students of their status and to increase the intervention by instructional and student services faculty.	Professional Development Coordinator	To Be Determined	Pro. Dev.

D.8	Offer workshops and presentations for students, student leaders, staff and faculty each semester to promote mental health and emphasize its impact on student success and retention. (Emphasize to faculty regarding the benefit of brining classes to mental health workshops/ presentations).	CSM Cares Team	See E.14	
D.9	Explore offering financial incentive to students enrolled in proposed FYE Project.	Cabinet & IPC & FYE Task Force	$250K	SE, F1, External Funds
D.10	Work with faculty coordinators from Umoja, Puente, WEZ, and Mana Learning Communities to implement special recognition of specific student populations.	Dean of Academic Support & Faculty Coordinators	$10K	SE
D.11	Provide recognition ceremony for certificate recipients.	VPSS	$5K	SE
D.12	Provide workshops for students who have not identified an educational goal and course of study.	Dean of Counseling & Career Counselor		SSSP

D.13	Implement Withdrawal survey; send survey to all students who withdraw from courses.	Dean of Enrollment Services, Dean of PRIE		
D.14	Continue to encourage students to enroll in CRER 120, 121, and 105.	Counseling faculty, Dean of Counseling, PSCs in Counseling		
D.15	Incorporate the Information Competency requirement in all English 100 courses.	Dean of Language Arts, English faculty		
D.16	Provide professional development activity during which faculty coordinators in learning communities (e.g. WEZ, Puente, Umoja) share with all faculty data and best practices for student retention and success.	Professional Development Coordinator, Dean of ASLT, & Dean of PRIE	To Be Determined	Pro. Dev.
D.17	Institutionalize CSM Cares Program.	Cabinet	See E.14	SE

D.18	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	See E.13	
D.19	Analyze data regarding the number of degrees and certificates awarded with a goal of reducing/eliminating programs in which there are few/no award earners.	VPI, instructional deans, Dean of Enrollment Services, Dean of Counseling		

SOURCES OF FUNDING

College of San Mateo plans to take an "all funds" approach to cover the costs for the activities outlined in the Student Equity Plan. This will include general funds and categorical funds (specifically SSSP funds for specific activities that align with the SSSP core services), and Student Equity funds. Some college initiatives will initially funded by district funds.

College of San Mateo has already allocated funds to implement a variety of programs, projects and initiatives to address the identified achievement gaps. These include, but are not limited to:

Puente
Umoja
Veterans Opportunity Resource Center (VROC)
Supplemental Instruction
Student Mentors
Pathways
Professional Development

Evaluation Schedule and Process

College of San Mateo's Institutional Planning Committee (IPC) has oversight for all institutional planning and budgeting. This committee has representation from all constituent groups and is co-chaired by the President of the Academic Senate and the Vice President of Student Services. Chairs/Co-Chairs of all institutional planning committees, which report to IPC, are members of IPC. This committee structure ensures the integration of planning and budgeting at the institution.

The institutional planning committees include:
- Basic Skills Committee
- Distance Education and Educational Technology Committee (DEETC)
- Diversity in Action Group (DIAG)
- College Assessment Committee (Purview of Academic Senate)
- Committee on Instruction (Purview of Academic Senate)
- Library Advisory Committee (Purview of Academic Senate)

In spring, 2014, IPC established a Student Equity Task Force to develop the state-mandated Student Equity Plan. At its August 29, 2014 meeting, IPC approved the recommendation that the Diversity in Action Committee, an established institutional planning committee, be responsible for overseeing the implementation of the Student Equity Plan. The Diversity in Action Committee's mission is aligned with the many of the goals and intent of student equity. In fact, last spring, the Diversity in Action Committee developed a detailed achievement gap report based on data taken from the Educational Master Plan (EMP), a planning document developed by the Office of Planning, Research, and Institutional Effectiveness, which is reviewed each year by IPC. The Diversity in Action Group report, which examined data similar to that required of the Student Equity Plan, resulted in recommendations for college initiatives that would address the achievement gap of specific student populations. Thus, given the common scope of work, it was logical to house the oversight for the Student Equity Plan with the Diversity in Action Committee. In fact, many of the Student Equity Task Force members are currently serving on the Diversity in Action Group. Additional faculty and staff will be appointed to the Diversity in Action Group to ensure the appropriate representation from student services and instruction.

As part of the institutional planning cycle designed to ensure the alignment of all planning activities, all institutional plans cover a three year planning horizon and are updated each year. Committee chairs report to IPC annually on the status of their plan implementation. In the case of the Student Equity Plan, the annual review, along with IPC's review of institutional data and all program reviews, will ensure that the college is mitigating any disproportionate impact in the identified student equity indicators. In addition, the Diversity in Action Group and IPC will ensure compliance with statewide reporting requirements. It should be noted that the Chief Financial Officer for the San Mateo County Community College District (SMCCD) is a member of IPC. She will continue to provide information regarding Student Equity funding and guidelines for appropriate use. This also will ensure compliance with state regulations.

The following chart provides more specific information regarding the evaluation process, as linked to the goals and budget sections of the plan.

Activity ID	Activity	Responsible person/group	Target date	Evaluation Schedule
E.9	Continue to offer a variety of transfer-related activities through the Transfer Center, including workshops, presentations, and college visits.	Transfer Center Coordinator	2014-2017	Dec. 2014: First Review
E.14	Offer workshops and presentations for students and faculty each semester to promote mental health and emphasize its impact on student success and retention.	CSM Cares Team	Fall 2014-Spring 2017	Dec. 2014: First Review
E.12	Continue development of AA/AS-Transfer degree pathways.	Dean of Counseling & Instructional Deans	2014-2016	Dec. 2014: First Review
E.11	Implement Transfer Week each semester.	Transfer Center Coordinator	Fall 2014	Dec. 2014: First Review
D.8	Offer workshops and presentations for students, student leaders, staff and faculty each semester to promote mental health and emphasize its impact on student success and retention. (Emphasize to faculty regarding the benefit of brining classes to mental health workshops/presentations).	CSM Cares Team	Fall 2014-Spring 2017	Dec. 2014: First Review
D.14	Continue to encourage students to enroll in CRER 120, 121, and 105.	Counseling faculty, Dean of Counseling, PSCs in Counseling	Fall 2014	Dec. 2014: First Review

D.1	Extract from DegreeWorks those students who have earned degrees or certificates but have not applied to receive them.	A&R Staff	Fall 2014	Dec. 2014: First Review
D. 15	Incorporate the Information Competency requirement in all English 100 courses.	Dean of Language Arts, English faculty	Fall 2014	Dec. 2014: First Review
C.18	Offer workshops and presentations for students and faculty each semester to promote mental health and emphasize its impact on student success and retention.	CSM Cares Team	Fall 2014-Spring 2017	Dec. 2014: First Review
C.15	Continue implementation of the Math 811 project.	Dean of Counseling, Basic Skills Coordinator, Math faculty	2014 –2017	Dec. 2014: First Review
C.1	Fund the SI Project in Basic Skills English courses, ESL courses, and Basic Skills math courses.	VPI, VPSS, LC Manager, Dean of ASTL	Fall 2014-Spring 2015	Dec. 2014: First Review
B.2	Continue to offer the Writing in the End Zone Learning Community to maintain success of African-American and Pacific Islander male athletes.	Language Arts Dean & Dean of Kinesiology	Fall 2014	Dec. 2014: First Review
B.17	Continue to revise Program Review document and process to ensure that a robust dialogue occurs at the department level to analyze student achievement data and make program revisions based on identified gaps.	All deans, instructional and student services faculty and staff	2014-2017	Dec. 2014: First Review
B.12	Analyze high school transcript data from research exploring alternative assessment for English and math placement.	PRIE, Language Arts Dean, Math/Science Dean, and appointed English and Math faculty	Fall 2014-Spring 2015	Dec. 2014: First Review

A.15	Provide ongoing professional development activities for faculty and staff to promote strategies for serving veteran students and Foster youth.	Dean of ASTL, Dean of Enrollment Services, Director of Support Programs, Professional Development Coordinator		Dec. 2014: First Review
A.14	Continue to foster partnerships and collaborations with state and county organizations that serve veterans students, including non-profit NPower.	Dean of Enrollment Services	2014-2017	Dec. 2014: First Review
A.12	Continue to provide outreach targeted populations via EOPS outreach to students that meet the education and eligibility criteria.	EOPS Staff	Fall 2014	Dec. 2014: First Review
E.3	Develop a math acceleration path.	Dean of Math/Science & Math Faculty	2014-2015	Jan. - May 2015: First Review
D.9	Explore offering financial incentive to students enrolled in proposed FYE Project.	Cabinet & IPC & FYE Task Force	2014-2015	Jan. - May 2015: First Review
C.9	Expand assistance to ESL students in the Learning Center, with the possibility of ESL tutoring and peer mentoring.	Dean of Language Arts and Learning Center Manager	2014-15	Jan. - May 2015: First Review
C.6	Develop a math acceleration path for Basic Skills students which may include adoption of Math Jam.	Math faculty & Dean of Math/Science, Basic Skills Coordinator	2014-15	Jan. - May 2015: First Review
C.2	Increase funding for SI Project to provide support in additional Basic Skills English, ESL, and math courses.	VPI, Dean of ASTL	2014-15	Jan. - May 2015: First Review

C.12	Explore and develop plan for implementing bridge program linking Adult Education offerings to credit course offerings at CSM (ACCEL program).	Dean of ASTL & appropriate Instructional Dean & Director of San Mateo Adult School,	2014-2017	Jan. - May 2015: First Review
B.16	Offer workshops and presentations for students and faculty each semester to promote mental health emphasizing its impact on student success and retention.	CSM Cares Team	Fall 2014- Spring 2017	Jan. - May 2015: First Review
B.13	Provide faculty workshop regarding SSSP regulations, specifically students' academic status and its effect on BOG eligibility and priority registration.	Professional Development coordinator, Dean of Counseling, Dean of ASLT, VPSS	Fall 2014	Jan. - May 2015: First Review
B.1	Implement Umoja Learning Community to increase success and retention of African-American students in the English cohort section.	Umoja faculty and coordinator	Fall 2014	Jan. - May 2015: First Review
B. 7	Develop probation workshop for students younger than 20 who are placed on Probation 1 status.	Dean of Academic Support & Dean of Counseling	2014-15	Jan. - May 2015: First Review
A.6	Increase information sharing between college and adult school.	ESL Faculty	Fall 2014	Jan. - May 2015: First Review
A.5	Increase collaboration of ESL course offerings and pedagogy between college and San Mateo Adult School to increase awareness among older students.	Dean of ASLT, ESL faculty	Fall 2014	Jan. - May 2015: First Review
A.4	Implement Project Change to serve the needs of court-involved youth.	Dean of Language Arts	Fall 2014	Jan. - May 2015: First Review

A.10	Continue to host annual Mana Conference to increase awareness of postsecondary opportunities for Pacific Islander students.	Dean of Enrollment Services	Spring 2015	Jan. - May 2015: First Review
A. 7	Continue to provide monthly workshops to foster youth regarding college opportunities.	Director of Student Support	Fall 2014	Jan. - May 2015: First Review
E.13	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development	Spring 2015	May 2015: First Review
E.10	Schedule the annual Transfer Tribute ceremony.	Academic Senate	Spring 2015	May 2015: First Review
D.3	Communicate with students who have reached key milestones progressing toward their degree and certificates.	A & R Staff	Spring 2015- Spring 2017	May 2015: First Review
D.19	Analyze data regarding the number of degrees and certificates awarded with a goal of reducing/eliminating programs in which there are few/no award earners.	VPI, instructional deans, Dean of Enrollment Services, Dean of Counseling	Spring, 2015	May 2015: First Review
D.13	Implement Withdrawal survey; send survey to all students who withdraw from courses.	Dean of Enrollment Services, Dean of PRIE	Spring 2015	May 2015: First Review
D.12	Provide workshops for students who have not identified an educational goal and course of study.	Dean of Counseling & Career Counselor	each semester, beginning Spring 2015	May 2015: First Review

D.11	Provide recognition ceremony for certificate recipients.	VPSS	Spring 2015	May 2015: First Review
D.10	Work with faculty coordinators from Umoja, Puente, WEZ, and Mana Learning Communities to implement special recognition of specific student populations.	Dean of Academic Support & Faculty Coordinators	Spring 2015	May 2015: First Review
D. 16	Provide professional development activity during which faculty coordinators in learning communities (e.g. WEZ, Puente, Umoja) share with all faculty data and best practices for student retention and success.	Professional Development Coordinator, Dean of ASLT, & Dean of PRIE	Spring 2015	May 2015: First Review
C.4	Identified counselor will work with Basic Skills English, ESL, and math faculty to conduct registration for subsequent English and math courses.	Basic Skills Coordinator, MCC Counselor & Dean of Counseling	Once a semester beginning Spring 2015	May 2015: First Review
C.3	Offer professional development activities that specifically address Basic Skills English instruction and infuse INDABA principles where appropriate.	Professional Development Coordinator, Basic Skills Coordinator	Once a semester beginning Spring 2015	May 2015: First Review
C.17	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	Spring 2015	May 2015: First Review
C.10	Investigate offering ESL 400 and/or a Grammar Jam in the summer to help students accelerate.	Dean of Language Arts & Dean of Research	Spring 2015	May 2015: First Review
B.3	Research and develop an FYE plan with selected feeder high schools bridging the high school to college experience which will include outreach, early placement, bridge, peer mentoring, and data sharing.	FYE Taskforce	Fall 2014-Spring 2015	May 2015: First Review

B.15	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	Spring 2015	May 2015: First Review
B.11	Provide Professional Development activities for faculty to apply Habits of Mind strategies, mental health referrals, Indaba principles, and counseling workshops to increase awareness of support services.	Professional Development coordinator, Dean of ASTL, CSM Cares	Spring 2015	May 2015: First Review
A.13	Examine District policies and procedures that may impact access (e.g. drop for non-payment; CCC Apply application).	Dean of Enrollment Services	Spring 2015	May 2015: First Review
C.11	Track the effectiveness of the established Adult School to ESL Pathway and revise as appropriate.	PRIE & Dean of Language Arts	Spring 2015-Spring 2017	Aug. - Dec. 2015: First Review
B.9	Explore effectiveness of Early Alert system; provide professional development activities for faculty to encourage early in the semester information to students of their status and to increase the intervention by instructional and student services faculty.	Profession Development Coordinator, Dean of ASTL, Dean of Counseling	Spring 2015	Aug. - Dec. 2015: First Review
A.9	Increase collaboration between high schools and CSM to identify AB 540 students.	Director of Student Support Programs; CRM Director	Spring 2015	Aug. - Dec. 2015: First Review
A.3	Increase collaboration with SMAC to generate community awareness of CSM college course offerings.	Dean of Kinesiology, Vice Chancellor for Auxiliary Services	Spring 2015	Aug. - Dec. 2015: First Review

A.17	Designate a staff person to assist in identifying current students who are former foster youth.	Multicultural Center, Financial Aid	Spring, 2015	Aug. - Dec. 2015: First Review
E.6	Email communications to students who have reached key milestones progressing toward transfer.	A&R Staff	Spring 2015-Spring 2017	Dec. 2015: First Review
E.2	Develop comprehensive SEP for all transfer students.	Dean of Counseling & Counseling Faculty	2015-2016	Dec. 2015: First Review
E.1	Fund the SI Project for various math, English, other specifically identified courses.	VPI & VPSS	2015-16	Dec. 2015: First Review
D.7	Provide professional development activities for faculty to encourage the use of Early Alert system early in the semester to inform students of their status and to increase the intervention by instructional and student services faculty.	Professional Development Coordinator	Spring 2015	Dec. 2015: First Review
C.14	Examine feasibility for accelerating English 838 / 848 and ESL sequences.	Dean of Language Arts, Basic Skills Coordinator, selected faculty	Fall 2015	Dec. 2015: First Review
C.13	Explore scheduling options to provide additional support for International Students enrolled in Basic Skills and ESL courses.	Director, International Students Program, Dean of Language Arts, selected faculty	2014-2017	Dec. 2015: First Review
E.4	Implement math acceleration courses.	Dean of Math/Science & Math Faculty	2015-16	Jan. – May 2016: First Review

C.7	Implement math acceleration courses.	Math faculty, Basic Skills Coordinator, & Dean of Math/Science	2015-16	Jan. – May 2016: First Review
B.8	Offer probation workshops, with emphasis on importance of meeting with counselor and developing SEP, for students younger than 20 who are placed on Probation 1 status.	Dean of Academic Support & Dean of Counseling	2015-16	Jan. – May 2016: First Review
B.4	Implement the FYE plan.	FYE Taskforce	Fall 2015-Spring 2016	Jan. – May 2016: First Review
A.11	Implement components of FYE (e.g. early assessment) to attract high school students.	Dean of Language Arts, Dean of Math Science, Dean of Counseling	Fall 2015	Jan. – May 2016: First Review
A.1	Re-examine existing CTE offerings to better meet student needs, particularly reentry students and those returning for retraining.	CTE Dean	Fall 2015	Jan. – May 2016: First Review
D.2	Schedule two DegreeWorks workshops each semester to instruct students in how to best search for degrees and certificates by catalog year and various majors.	Dean of Counseling	Spring 2015-Spring 2017	May 2016: First Review
D.18	Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and low-performing students.	Dean of ASTL, Professional Development Coordinator	Fall 2015	May 2016: First Review
B.5	Assess FYE plan end of Spring 2016 and revise accordingly.	FYE Taskforce	Spring 2016	May 2016: First Review

B.10	Require orientation for all non-exempt students as outlined in SSSP Plan.	Dean of Counseling	Spring 2015 - 2017	May 2016: First Review
E.8	Research and develop an FYE plan with selected high schools bridging the high school-to-college experience which will include early placement, bridge, peer mentoring, and data sharing.	FYE Taskforce	Fall 2014- Spring 2015	Aug. – Dec. 2016: First Review
C.8	Assess math acceleration courses for retention and completion.	Math faculty, Basic Skills Coordinator, & Dean of Math/Science	2016-17	Aug. – Dec. 2016: First Review
C.5	Develop comprehensive Student Educational Plan for all Basic Skills FYE students, based on their identified educational goal.	Basic Skills Counselor	2015-16	Aug. – Dec. 2016: First Review
E.7	Schedule joint faculty and counselor presentations in high demand transfer courses to promote transfer opportunities.	Dean of Counseling & Instructional Deans	Fall 2016	Dec. 2016: First Review
D.6	Communicate with students who do not register for the subsequent semester.	Dean of Research & Dean of Enrollment	Spring 2016	Dec. 2016: First Review
D.4	Revise local associate degree requirements to align with Title 5 requirements.	Dean of Counseling & COI	Fall 2016	Dec. 2016: First Review
D.17	Institutionalize CSM Cares Program.	Cabinet	Fall 2016	Dec. 2016: First Review

E.5	Assess math acceleration courses for retention and completion.	Dan of Math/Science & Math Faculty	2016-17	Jan. - May 2017: First Review
D.5	Schedule joint faculty and counselor presentation in capstone course in certificate programs to promote degree and transfer opportunities.	Dean of Counseling & CTE Dean	Fall 2016	Jan. - May 2017: First Review
C.16	Explore the development of a cohort program for Basic Skills students, including Learning Communities for ESL.	Dean of Language Arts, Dean Math/Science, Dean of Counseling, selected faculty	Fall 2016	Jan. - May 2017: First Review
B.6	Expand FYE plan to additional feeder high schools.	FYE Taskforce	2016-17	Jan. - May 2017: First Review
A.2	Increase CTE offerings in high demand jobs specific to our community.	CTE Dean	Fall 2016	Jan. - May 2017: First Review
B.14	Continue to outreach to Latino students about the Puente Program.	Puente Co-coordinators	Spring 2015 – Spring 2017	Dec. 2014 –May 2017: First Review
A.16	Continue partnership with Jeremiah's Promise to coordinate outreach to foster youth.	Director of Student Support Services	2014 - 2017	Dec. 2014 –May 2017: First Review
A.18	Designate a staff person who will contact former foster youth students to track their progress throughout the semester and assist students with a variety of holistic needs.	Multicultural Center	2014-2017	Dec. 2014 –May 2017: First Review

Attachments

Assessment of the CSM Student Achievement Gap, March 2013, Diversity In Action Group

Diversity In Action Group

Assessment of the CSM Student Achievement/Equity Gap

March 2013

DIAG Committee: Sylvia Aguirre-Alberto, Faculty; Fauzi Hamadeh, CSEA; Makiko Ueda, Faculty; John Vehikite, CSEA; Cara Liao, Student Representative; Henry Villareal, Administration, Committee Chair

Introduction
The Diversity In Action Group, one of CSM's Institutional Planning Committees, has developed this report in fulfilling one of its primary objectives. As presented in its Institutional Plan Narrative, 2009/10 to 2012/13, "The Diversity In Action Group and its affiliate, the Diversity Planning Committee, has as its charge ensuring that the College follows through in acknowledging, promoting, celebrating, and integrating diversity, equity, and student success as an institutional priority." In fulfilling this directive, DIAG developed a specific goal that states, "Annually assess the academic success rates of students disaggregated by demographics which include ability, gender and ethnicity." This goal was further predicated by one of the College's Institutional Priorities which focuses on improving the academic success of all students and includes course-completion, retention, and persistence. (CSM Institutional Priorities, 2008-2011)
The importance of DIAG's role in monitoring student success is further emphasized in its mission statement, "The mission of the Diversity In Action Group is to ensure that unity through diversity is among the College of San Mateo's highest priorities. DIAG assures that the college's operational decisions—from the executive to the unit level—support its commitment to diversity and student success."

Brief Literature Review
During the past decade there has been a significant amount of research focusing on and emphasizing the importance of using data to support institutional planning, decision-making, and in assessing student success. More recently, the research literature has been addressing the achievement or equity gap that is occurring at all levels of the education system and particularly the gap resulting for low income students and students of color. (Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools, 2006; Big Gaps, Small Gaps in Serving African American Students, 2010; Examples of ¡Excelencia!, What Works for Latino Student Success in Higher Education: Compendium, 2012; Introducing Equity Achievement as a Strategy for Strengthening Student Success, 2012). In California, a number of studies have been completed and several initiatives addressing the achievement gap are being developed and implemented. (Divided We Fail: Improving Completion and Closing Racial Gaps in California's Community Colleges, 2010; 2020 Vision for Student Success, 2011; Basic Skills as a Foundation for Success in the California Community Colleges, 2007; Student Success Act, 2012; SMCCCD, A Framework for Measuring Student Success, 2011).

During the past several years, College of San Mateo has become increasingly adept at collecting and analyzing data to inform and support its institutional planning and decision-making (Educational Master Plan 2008; Educational Master Plan-Information Update, 2012; College Index, 2009-2012; Campus Climate and Satisfaction Surveys, 2012; Substantive Change Report: Distance Education, 2013). The collection and analysis of data is becoming the norm at CSM and decisions are now mostly informed and largely driven by a "culture of evidence."

Framework

In fulfilling its goals and objectives, DIAG has prepared this document incorporating the same student success measures incorporated in the CSM Student Equity Report; a California State mandated report which was last compiled at CSM in September of 2005. The data that follow in this DIAG report was culled from the *CSM Educational Master Plan, Information Update 2012* (EMP, 2012). What the data confirm is that achievement gaps, similar to those identified in the 2005 Student Equity Report, continue to exist at CSM. The gaps are most notable for the gender, age, and ethnic demographic. It is the latter demographic that is of utmost concern to DIAG because the achievement or equity gap for segments of this population reflect the greatest disparities and have a prolonged history at CSM.

To insure an understanding of what is meant by the achievement gap it is important to define the concept. One definition of this phenomenon is provided by the U.S. Department of Education which describes the achievement gap as "the difference in academic performance between different ethnic groups." Another reference to the achievement gap as presented in *Education Week* (2011) is "The 'achievement gap' in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures. It is most often used to describe the troubling performance gaps between African-American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers, and the similar academic disparity between students from low-income families and those who are better off." It is within the context of these definitions that this report endeavors to identify and assess the achievement and equity gaps that exist at CSM.

Access

As prescribed by the California Education Code, any student who has a high school diploma or its equivalent or is 18 years of age or older and can benefit from further education can enroll in a California Community College. College of San Mateo is therefore an open access institution. However, providing open access does not in of itself lead to academic success or educational goal completion. For the past eight years, 70 percent of CSM's first-time students have placed below college-level math, English, and reading; essentially extending time to degree. (EMP, p. 10) The basic skills course completion rate was reported at 59.5% which is -2.5% below the California State Rate.

(EMP, p. 11) The successful course completion rate is 70% collectively for CSM students but there are significant disparities when disaggregated by gender, age and ethnicity. Similarly, while retention rates for the past 20 years have hovered at 85%, there are disparities when the data is disaggregated for the aforementioned groups. (EMP, p. 10) Further, historically, 44% of all students at CSM enroll in one semester only and another 17% in two semesters only. (EMP, pp. 124-125) Again, access does not necessarily lead to success. As noted by renown researcher Vincent Tinto, "Access without effective support is not opportunity" (2008). In a recent article, the issue of access and success was addressed this way, "College is on the rise for all students, but gaps exist between whites and underrepresented minority groups." (Shifting from College Access to College Success, 2011)

As presented in the table below, the CSM student population has shifted dramatically during the past decade and a half. In fall 1995, 51.9 percent of CSM students were White. In Fall 2011, the percentage of White students had decreased to 34.4% reflecting a -17.2% decrease. In Fall 1995, African American, Asian, Filipino, Hispanic, and Native American students comprised 43.3% of CSM students; in Fall 2011 that percentage had increased slightly to 45.3%. Interestingly, the Others/Unknown category shows an increase of 4.2% during this period.

A new category, Multi-Ethnic was introduced in 2009 resulting in a representation of 11% in Fall 2011. Also introduced in 2009 was the ethnic category for Pacific Islander which in fall 2011 was represented by 231students or 2% of the student body. Another recently introduced demographic is first generation college applicants. The applicant total for this group from July 2010 to September 2011 is a duplicated headcount of 3,031 with the largest group being Hispanic at 42.5%; followed by Asian, 26.2%; White, 22.1%; Multi Races, 12.8%; African American, 5.6%;, Filipino, 4.5%; Unknown, 3.7%; and Pacific Islander, 3.2%. Data for first generation college students at CSM is not currently accessible but should available in the very near future. Lastly, there was a significant decrease in student enrollment between Fall 1995 to Fall 2011; 11,506 vs. 10,540; an -8.4% decrease.

<u>CSM Student Ethnicity</u>

	Fall 1995	Fall 2011
African American	3.8%	3.5%
Asian	16.1	15.4
Filipino	6.9	6.9
Hispanic	15.9	19.1
Native American	0.6	0.3
Pacific Islander	---	2.0
White	51.9	34.4
Multi-Ethnic	---	11.6
Others/Unknown	4.9	9.1
Total Enrollment	11,506	10,540

(EMP, Table B, p. 68.)

Course Completion and Withdrawal
Course completion and withdrawal rates have remained relatively stable from 2007-08 to 2010-11 with an average of nearly 70% and 16% respectively. However, when disaggregated by gender, age and ethnicity, there are some notable differences. Course completion and withdrawal rates for 2010-11 are presented below.

- Women successfully completed courses at an average of nearly 71% compared to men at 67%. Withdrawal rates for women and men were similar at 16% and 17% respectively.
  (EMP, Table A, p. 153)
- More dramatic differences can be found in the age demographic where older students (50 years or older) experience course success rates at 79% in comparison to younger students age 20-24 at 66%. The younger age group also has the highest withdrawal rate at 18%. (EMP, Table A, p. 155)
- Ethnic comparisons also present significant differences as Asians and Whites have course completion rates of 75% and 72% respectively in comparison to Hispanics at 64%; Filipinos 68%; African Americans 58%; and Pacific Islanders 57%. (EMP, Table B, p. 159). Withdrawal rates also reflect moderate to significant differences with Asians having the lowest withdrawal rate at 14%, followed by White, 16%; Filipino, 18%; Hispanic, 19%; Native American, 19%; African American, 19%; and Pacific Islander, 20%. The gaps experienced by both African American and Pacific Islander in relation to course completion and withdrawal rates raise concern.

  Note: A request for disaggregating age groups by ethnicity to determine if there are differences in success rates among the groups has been submitted to PRIE.

ESL and Basic Skills Completion
In 2011, 61.5% of new students were placed into at least one basic skills course. Basic skills courses are those whose units are not AA/AS applicable. Approximately one half (52.1%) of new CSM students placed into basic skills math. In comparison, 5.8% of students placed into basic skills English. There were 11.1% of students who placed into reading during this same timeframe. ESL placement reflects a rate of 92.7%. (EMP, p. 129)

During 2011, 1,608 students were enrolled in basic skills courses. The majority of students were enrolled in math, 1013; English 146; Reading, 158; and ESL, 450. In addition, there were 18 students enrolled in Study Skills courses. Student success rates for all courses were 60.3%. By discipline the success rates were: Math, 56.8%; English, 54.8%; Reading, 71.4%; ESL, 63.1%; and Study Skills, 88.9%. (EMP, p. 130)

Overall success rates disaggregated by ethnicity are not readily available for all basic skills courses, however, in the EMP 2012 document there are several examples of CSM Student Success Indicators that track students' progression from basic skills English and Math to degree applicable and up to transfer course levels. The completion rates by

ethnicity vary greatly; however, African Americans most often exhibit the least successful course completion and progression in both math and English. (EMP, 2012, pp. 132-151)

When reviewing ESL course completion rates for the period of Fall 2003 to Fall 2011, Hispanics have the least success. For example, of those students initially enrolling in ESL 400 and eventually progressing to and successfully completing English 110, Hispanics were represented at 15.1%; Others/Unknown, 30.3%; Filipino, 37.5%; White, 37.5%; and Asian, 50.7%.
(EMP, p. 139)

Degree and Certificate Completion
Degree and certificate completion rates from Fall 2006 – Summer 2011 also reveal some interesting outcomes when disaggregated by gender, age and ethnicity.

- Women earned more degrees and certificates combined than men by more than a ten percent margin at 54.4% vs. 44.1%.
- A review of degrees awarded finds that women at 55% outperformed men who earned 43% of degrees.
- Certificates awarded reflect similar results with women surpassing men by 9 percentage points, 54% vs. 45%. (EMP, Table A, p. 161)

-Degree and Certificate Completion by Age
Analyses of degree and certificate completion rates by age also result in unexpected outcomes. Of the total 4,233 degrees and certificates awarded from Fall 2006 to Summer 2011,

- 76.6% were earned by students aged 20 – 39 yet only 53% of students fall into this age range.

- In contrast, students 20 and younger comprise 28.5% of all students yet represent only 3.8% of all award earners. Since many students take more than two years to earn a credential, it could be that some of these younger students are later captured in the 20-24 age range. (EMP, Table A, p. 164).
- 38.2% of degrees and certificates are earned by the 20-24 age group. This age group reflects the highest percentage of degree and certificates awarded. (EMP, Table A, p. 164).
- As noted in the EMP, "approximately the same relationship between age and earning awards is found for each award type, i.e., AA Degrees, AS Degrees, Certificates of Achievement, and Certificates of Specialization. (EMP, pp. 163-164)

Further, of the 4,233 degree and certificates awarded from Fall 2006 to Summer 2011, the ethnic distribution of award earners closely approximates the ethnic composition of the total CSM student population (EMP, p. 166).

CSM Degrees and Certificates by Ethnicity Fall 2006 to Summer 2011			CSM Student Ethnicity Fall 2010
African American	156	4.2%	3.7%
Asian	664	14.2	16.1
Filipino	303	6	7.2
Hispanic	830	19.6	19.5
Native American	16	4	0.4
Pacific Islander	92	2.9	2.3
White	1,431	34.1	34.2
Multi Race	3	0.1	7.5
Other/Unknown	738	17.4	9.1

(EMP, Table A, p. 167)

Transfer
As presented in the Educational Master Plan, Information Update 2012, transfer rates are calculations based upon tracking 3-year cohorts of students. The most recent data is for the cohort from 2007 – 2010 in which CSM's transfer rate was 16.9%. The California State average for this same time frame is 15.2%. As also noted, "With the exception of one year, since transfer rates have been calculated and reported by U.S. Department of Education (1995), CSM's transfer rate has been consistently above the statewide average, as much as 15 points." (EMP, p. 188)
While certainly a positive outcome, CSM's transfers have significantly declined. Over the past 21 years, 1989-90 to 2010-11, CSM's combined total of UC and CSU transfers has decreased
-43.2%; this decline does not mirror CSM's total enrollment decline (-26.9%) for the same period." (EMP, p. 185). In contrast, during this same period, UC increased the total number of California Community college transfers by +95.7%. As well, the CSU increased its statewide transfer population by 24.9%. Further, the number of CSM transfers to UC and CSU has declined -5.9% and -50.7% respectively. (EMP, Fast Facts, p 187)

-Transfers Disaggregated by Ethnicity
Disaggregating CSM transfer data by ethnicity presents some notable differences as presented in the table below. Only 4 African Americans transferred to a CSU or UC in 2001-02 representing a 0.6 percentage rate. Eight years later there is essentially no change. Asians reflect a significant decrease from 2001-02 to 2009-10 resulting in a -7.8% decrease. Filipinos experienced a -3.4% decrease in the same timeframe. Hispanics while maintaining the same transfer numbers in 2001-02 and 2009-10 have a significant increase in percentage, 11.2% to 19.3%. Regardless of a decrease in total transfers for Whites from 167 in 2001-02 to 136 transfers in 2009-10, there is a significant percentage increase from 25.5% to 36.0%. The percentage fluctuations can be attributed to the

substantial decline in actual transfer numbers which decreased from 654 in 2001-02 to 378 in 2009-10, a -57.8% decline. (EMC, Table H, p. 225)

Ethnic Profile of CSM Student Transfers to CSU & UC: 8-Year Perspective

Number of Transfers and Percent of Total

Ethnicity	2001 - 02		2004 - 05		2009 - 10	
African American	4	0.6%	4	0.9%	3	0.8%
Asian	231	35.3	158	33.8	104	27.5
Filipino	39	6.0	26	5.6	10	2.6
Hispanic	73	11.2	53	11.3	73	19.3
White	167	25.5	146	31.3	136	36.0
Other/Unknown	140	21.4	80	7.1	52	13.8
Total	654	100%	467	100%	378	100%

(EMC, Table H, p. 225)

-Transfers by Ethnicity to the CSUs
Disaggregating transfer rates specific to the CSUs and UCs provide the following data for 2001-02 vs. 2009-10. For CSUs in 2001-02, African Americans are represented by 3 transfers or 0.7% with basically no change in 2009-10. Asians experienced a dramatic decrease from 113 transfers or 25.3% to 36 transfers or 14.9%; Filipinos also had a decrease from 31 transfers or 6.9% to 6 transfers or 2.5%; Hispanics reflect an increase from 56 or 12.5% to 60 transfers or 24.8%; Whites went from 128 transfers or 28.6% to 96 transfers or 39.7%; and Other/Unknown went from 116 transfers or 26.0% to 42 transfers or 17.4%. (EMP, Table B, p. 221) Again, the dramatic increase in Hispanic and White transfer percentages are a result of the significant decrease in CSM transfers to CSUs, 447in 2001-02 decreasing to 242 in 2009-10. (EMP, Table B, p. 221)

-Transfer by Ethnicity to the UCs
The comparable UC transfer rates for the same period of 2001-02 to 2009-10 reflect the following: African American, 1 transfer or 0.5% with no change eight years later. Asian, 118 transfers or 57% vs. 68 or 50%; Filipino, 8 or 3.9% vs 4 or 2.9%; Hispanic 17 or 8.2% vs. 13 or 9.6%; White, 39 or 18.8% vs 40 or 29.4%; and Other/Unknown, 24 or 11.6% vs. 10 or 7.4%. Overall, there was a decrease in CSM transfers to the UCs from 207 transfers in 2001-02 decreasing to 136 transfers in 2009-10, a -65.7% decrease. (EMP, Table E, p. 223).

-Transfers to the CSUs as a Proportion of Student Enrollment
An ethnic comparison of CSM transfers to the CSUs vs. their representative proportion of all CSM students during 2009-10 results in the following disparities. As noted in the table below, African American, Asian, and Filipino ethnic groups reflect a proportional gap while Hispanics and Whites have higher transfer rates than their proportional representation at CSM.

Transfers to the CSUs as a Proportion of Student Enrollment 2009-2010

	Transfer Percent	Percent of CSM Student Population	Gap
African American	0.8%	3.7%	-2.9%
Asian	14.9%	16.1%	-1.2
Filipino	2.5%	7.2%	-4.7
Hispanic	24.8%	19.5%	5.3
White	39.7%	34.2%	5.5

(EMP, p. 218; EMP, Table A, p. 220; EMP, Table J, p. 226)

-Transfers to the UCs

There are similarities and significant differences when reviewing the ethnic distribution of CSM transfers to the UC System for the most recent year, 2009-2010. This comparison reveals the following disparities in the ethnicity of student transfers vs. all CSM students. As presented in the table below, all ethnic groups except Asians have transfer rates to the UCs lower than their proportional CSM representation. In 2009-2010, one African American, 68 Asian, 4 Filipino, 13 Hispanic, and 40 White students transferred to a UC. (EMP, Table E, p. 223). The fact that only one African American transferred to a UC in 2009-10 is cause for concern.

Transfers to the UCs as a Proportion of Student Enrollment 2009-2010

	Transfer Percent	Percent of CSM Student Population	Gap
African American	0.7%	3.7%	-3.0%
Asian	50.0%	16.1%	33.9%
Filipino	2.9%	7.2%	-4.3%
Hispanic	9.6%	19.5%	-9.9%
White	29.4%	34.2%	-4.8%

(EMP p. 219; Table D, p. 222; Table J. p. 226)

Summary of the Findings and Recommendations

-Summary of the Findings

A review and analysis of student data as compiled in the Educational Master Plan, Information Update 2012 provides for significant achievements and important insight to a number of measured student success factors. These include course completion, withdrawal, ESL and basic skills completion, degree and certificate completion, and transfer rates. CSM can be proud of the many students who have successfully completed courses leading to certificates, degrees and have realized transfer opportunities to four-year colleges and universities. However, data analysis also confirms that there are significant achievement gaps in most if not all of the student success factors analyzed in this report. What is most disconcerting is the significant disparities that appear when disaggregating data by gender, age and ethnicity. These disparities are evident and vary by success factor among the three demographic groups. The most glaring and consistent gaps are among ethnic groups and particularly prevalent for African American and

Pacific Islanders. In nearly every assessment category, African Americans experience the least success whether it be course completion, transfer or degrees. Pacific Islanders also exhibit lower success rates but unfortunately data on this group has not been compiled on a number of measures, therefore a full assessment of their success rates is not possible.
-Recommendations
While there are various disparities presented in this report, notably gender, age and ethnicity, the resulting data highlight that African Americans and Pacific Islanders most often exhibit the greatest disparities in the success measures that have been analyzed. African Americans, in particular, stand out as having the greatest disparity in nearly every measure.

CSM has already implemented initiatives targeted to enhancing student success. For example, Writing in the End Zone, which began in 2003, has long supported student success and promoted transfer, but with a narrowly focused mission of serving African-American and Pacific Islander male student-athletes in an English and Football Learning Community. The Learning Center (LC) was opened in spring 2012. The LC is designed to serve all students at CSM with services such as tutoring, a Summer Bridge Program for new students, and providing access to computers. The Puente Program was reinstituted in Fall 2012 to primarily support Latino students. This program has a long history of promoting student success with transfer being a primary focus. Still another initiative to promote academic success at CSM is the reconstituted Honors Project. This program provides students and faculty an opportunity to critically engage in a shared intellectual experience. Students participate in scholarly work with their peers and with direct support and guidance from project faculty. Further, math and science faculty are involved with the Reading Apprenticeship project, and a math instructor has developed a supplementary instruction (tutoring) program for basic skills math students that is funded by the Basic Skills Initiative.

As presented above, CSM has invested in its students' academic improvement by developing and implementing programs and services that contribute to enhancing student success. Based on the data analysis in this report which has identified a significant achievement gap for African Americans and Pacific Islanders, DIAG is recommending that CSM consider establishing programs targeted to improving the student success rates of African Americans and Pacific Islanders. The data in this report which in large part mirrors the 2005 Student Equity Report justify the establishment of such programs. However, given the demands and expense of establishing intrusive support programs that are targeted to ensuring student success, DIAG recommends that the African American student population be singled out as the first of the two targeted student populations. This recommendation is made based on the larger representation of African American students at CSM and the disparity in achievement rates as presented in this report. Once a successful program is established, an intrusive student support and success program should be established for Pacific Islanders.

It is critical that the recommendation presented in this report receive timely consideration so that the needs of African Americans and Pacific Islanders can be met and their opportunity for success be enhanced. While it is very likely that without intrusive

support services and other interventions that African American and Pacific Islander students will continue to have access to CSM, it is also very likely that their success rates will continue to lag behind those of other students. Once again, as noted by Vincent Tinto (2008), "Access without effective support is not opportunity."

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