

**AGENDA**  
**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**  
**REGULAR MEETING OF THE BOARD OF TRUSTEES**

November 24, 2014, 6:00 p.m.  
College of San Mateo, Building 10 (College Center)  
College Heights Conference Room (Room 468)  
1700 West Hillsdale Blvd., San Mateo, CA

**NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS**

*The Board welcomes public discussion.*

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
  - *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
  - *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401CSM Drive, San Mateo, CA 94402.*
  - *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
  - *Regular Board meetings are recorded; recordings are kept for one month.*
  - *Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.*
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6:00 p.m.      **ROLL CALL**

**Pledge of Allegiance**

**DISCUSSION OF THE ORDER OF THE AGENDA**

**MINUTES**

14-11-1      [Approval of the Minutes of the Regular Meeting of October 22, 2014](#)

**STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES**

**BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES**

14-11-1C      [¡ESO! \(Expanding Student Opportunities\) Grant and Cañada College's Role as a Hispanic Serving Institution](#)

**STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

## **NEW BUSINESS**

- 14-11-1A [Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel](#)
- 14-11-2A [American Federation of Teachers \(AFT\), Local 1493 Initial Contract Proposal to the District](#)

### **Approval of Consent Agenda**

*All items on the consent agenda may, by unanimous vote of the Board members present, be approved by one motion after allowing for Board member questions about a particular item. Prior to a motion for approval of the consent agenda, any Board member, interested student or citizen or member of the staff may request that an item be removed to be discussed in the order listed, after approval of remaining items on the consent agenda.*

- 14-11-1CA [Approval of Community Services Classes, Spring/Summer 2015 – Cañada College, College of San Mateo and Skyline College](#)
- 14-11-2CA [Approval of Curricular Additions and Modifications – Cañada College, College of San Mateo and Skyline College](#)

### **Other Recommendations**

- 14-11-1B [Participation of Skyline College’s Respiratory Therapy Program in the California Community College Baccalaureate Degree Pilot Program](#)
- 14-11-2B [Adoption of Resolution 14-14 To Improve Student Success and Retention by Securing Additional Funding for Pay Equity and Paid Office Hours for Temporary Faculty](#)
- 14-11-100B [Approval of Revisions to Board Policies: 1.40 Meetings of the Board; 1.55 Order of Business and Procedure; 2.19 Nondiscrimination; 2.25 Prohibition of Harassment; 7.07 Non-Resident Student Tuition Fees; 8.70 Fees and Charges](#)

## **INFORMATION REPORTS**

- 14-11-2C [Presentation of Student Equity Plans – Cañada College, College of San Mateo and Skyline College](#)
- 14-11-3C [Report on XLOnline](#)
- 14-11-4C [Report on Computer Information Science \(CIS\) Business Needs Assessment](#)
- 14-11-5C [District Financial Summary for the Quarter Ending September 30, 2014](#)

## **COMMUNICATIONS**

## **STATEMENTS FROM BOARD MEMBERS**

### **RECESS TO CLOSED SESSION**

1. Student Discipline Matter – 1 Case
2. Public Employee Discipline Matter – 1 Case
3. Conference with Labor Negotiator  
Agency Negotiator: Eugene Whitlock  
Employee Organization: AFT
4. Conference with Legal Counsel: Potential Litigation – 1 Case

### **CLOSED SESSION ACTIONS TAKEN**

### **ADJOURNMENT**

**Minutes of the Regular Meeting of the Board of Trustees  
San Mateo County Community College District  
October 22, 2014, San Mateo, CA**

**The meeting was called to order at 6:04 p.m.**

**Board Members Present:** President Karen Schwarz, Vice President Patricia Miljanich, Trustees Richard Holober, Dave Mandelkern and Thomas Mohr, Student Trustee Rupinder Bajwa

**Others Present:** Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Larry Buckley, District Academic Senate President Diana Bennett

**Pledge of Allegiance**

President Schwarz said there was a request to adjourn this meeting in memory of former State Chancellor David Mertes who passed away recently. Dr. Mertes served as president of College of San Mateo from 1971-1978. Prior to serving as president, Dr. Mertes joined the faculty at College of San Mateo as a zoology instructor. He also served as chair of the Life Science Division and as dean for community services. The Board agreed to adjourn in memory of Dr. Mertes.

**DISCUSSION OF THE ORDER OF THE AGENDA**

None

**MINUTES**

It was moved by Vice President Miljanich and seconded by Trustee Mandelkern to approve the minutes. Trustee Holober asked that the minutes be clarified regarding his request to hold a study session discussion about the opportunity for community colleges to offer four-year degrees. He said he made this request so that the Board could learn more about the new law in order to make an informed decision about whether they would like to pursue the issue. The motion to approve the minutes with the clarification carried, all members voting "Aye."

**STATEMENTS FROM EXECUTIVES**

Skyline College President Stanback Stroud said the College hosted a Town Hall meeting organized by the Department of Labor Region 6 on the Workforce Innovation and Opportunity Act. More than 250 people attended the Town Hall meeting to learn more about this new workforce legislation. Participants in the second annual Success Summit at Skyline College agreed to focus on "Hidden Gems, Hidden Opportunities" by addressing ways to increase connection and collaboration and create a plan to spread the word about resources available in the North County over the coming year. Skyline College hosted a presentation on "DREAMERS to Doctors" describing paths into the medical field by a group of undocumented students who represent the first wave of DREAMERS admitted into medical school. President Stanback Stroud congratulated Professor Kate Browne, President of the Academic Senate at Skyline College, on her appointment to the California Commission for Teacher Credentialing.

College of San Mateo President Claire said more than 1,500 people attended the Family Science Day and Makerspace event held at the College. The Athletics Hall of Fame induction ceremony will be held on January 23, 2015. Among the inductees are Scott Feldman, a pitcher with the Houston Astros, and Chancellor Galatolo. On November 25, Pulitzer Prize winning author and Stanford Professor Adam Johnson will appear on campus to address human rights issues in North Korea. President Claire said this continues the tradition of bringing high-quality and award-winning speakers to the campus.

Cañada College President Buckley said the College has introduced EPIC (Embedded Peer Instruction Cohort), a supplemental instruction program in which advanced students who have successfully completed a course return to the classroom to tutor other students in that course. President Buckley said he made a presentation to the Redwood City Council about community relations. *Antigone*, a production of the Cañada College Theatre Arts Department, opened today and will run through November 2. President Buckley said progress has been made on the SparkPoint Center at Cañada College. Yesenia Mercado was recently hired as a Financial Aid Technician as part of SparkPoint staffing and the Food Bank will open in approximately ten days. In response to the recommendation by the ACCJC that the College document the robust conversation that takes place, there will be a PBC (Planning and Budget Committee) corner in President Buckley's bi-weekly newsletter to inform the campus community about what took place at the Committee's

meetings. More than 400 students attended the Transfer Fair yesterday. The student body, along with the faculty and classified senates, conducted a two-day fundraiser for the victims of the recent fire in Siskiyou County.

Executive Vice Chancellor Blackwood said the Measure G Parcel Tax Oversight Committee met last week. At the meeting, Executive Vice Chancellor Blackwood presented the annual report which the Committee edited to make sure it is community-friendly, e.g. removing the use of acronyms. The report will be presented to the Board after it receives final approval by the Committee. The Committee agreed that next year's report will focus on what has been learned and how new and effective programs and services are being institutionalized. Executive Vice Chancellor Blackwood said she sits on the State Chancellor's Office Fiscal Advisory Task Force which has been working a growth funding formula. She said that, as a community-supported district, the District is not as impacted by the formula as revenue districts are; however, it does provide an indication of where the State is going with regard to funding in general. She said the formula for the new growth funding model looks very much like the formula being used for student equity and some of the formula being used for the Student Success and Support program. This matches the Governor's idea of a local control funding formula which tries to put dollars where the need is perceived. The growth funding formula has five equally weighted factors within districts: educational attainment; unemployment; how many students are receiving Pell Grants; participation rate; and unfunded FTES. The new growth funding formula will be rolled out next week at the Association of Chief Business Officials. It will not be acted on by the legislature and this will provide the Chancellor's Office flexibility when needed.

District Academic Senate President Bennett said the Senate will discuss online readiness for students and faculty with the Distance Education Advisory Committee on November 26. The District Curriculum Committee is working on the small number of courses that still need to be aligned. The Study Abroad Program Committee, composed of two faculty members from each campus, is updating bylaws to align with the Board's goals on international education and has sent notice to all faculty regarding submissions for the 2016 London and 2017 Florence study abroad programs. The Evaluation Guidance Committee is composed of faculty from AFT and faculty from the Academic Senates at each campus. A committee has also been formed to prepare orientation for the new Appendix G; members are President Bennett, AFT President Teeka James and administration representation. Reading and psychology faculty from each campus have been appointed to review the local minimum qualifications for those disciplines. A final recommendation is expected to be presented to the District Academic Senate in December. A resolution regarding sabbatical funding was received from Cañada College. It has been sent to the College Academic Senates and will come back for further discussion. There will be an Area B meeting at the end of this week regarding the fall plenary meeting in November.

Maggie Garcia, President of the Associated Students of College of San Mateo (ASCSM), reported on the executive officers and senators of ASCSM. She said the group is diverse and includes international students. The goals for 2014-15 are: continuous recruitment and support for all ASCSM boards; engage in more proactive public relations activities; participate in community volunteer work that has a broad impact; create a monthly newsletter to promote ASCSM and club activities; ensure senators are engaged and hold each other accountable for teamwork. The Summer 2014 Leadership Retreat focused on personal growth. All attendees completed a Myers-Briggs personality inventory with the intent to better communicate with one another and work as a team. The Fall 2014 Welcome Week included games, which encouraged students to interact with each other. Thirty-five clubs participated in the Fall 2014 Club Fair and Ice Cream Social. ASCSM senators attended the Fall 2014 California Community College Student Affairs Association (CCCSAA) Student Leadership Conference and provided positive feedback about the experience. Upcoming ASCSM events include a Halloween Festival and a Holiday Angels Toy Drive. Student Trustee Bajwa recognized Ms. Garcia and other members of ASCSM for their hard work.

### **BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES: BΘO: SKYLINE COLLEGE PHI THETA KAPPA HONORS SOCIETY**

Sarah Perkins, Vice President of Instruction at Skyline College, said the Phi Theta Kappa (PTK) International Honors Society is the largest honors society for two-year colleges, with approximately two million members and 1,200 chapters. The Skyline College chapter is Beta Theta Omicron (BΘO). The Chapter President is Jaimelynn Alvarez and the advisors are Christine Case, Biology Professor; Joyce Lee, Counselor; and Paul Spakowski, Automotive Professor. Recently, BΘO earned the Distinguished Chapter Award for the Nevada-California Region. Internationally, BΘO is one of three chapters receiving the Distinguished Honors in Action Award.

Professor Case thanked President Stanback Stroud for her support. She said participation in PTK provides two key opportunities: (1) to increase academic achievement, retention, persistence and graduation, and (2) to participate in chapter activities designed to boost self-confidence, help students define their goals and provide academic enrichment.

Ms. Alvarez said BΘO was chartered in 1999 and started gaining international recognition in 2000. To earn five-star status, the highest ranking awarded by PTK, chapter officers submit reports each year for their Honors in Action and College Projects. Projects are judged and scores are ranked against 1,400 other chapters. BΘO is the highest-ranked chapter in the Nevada-California Region. BΘO members have won nearly \$1 million in scholarships. Every year, two Chapter members have earned the All-California Academic Team scholarship. BΘO's 2014 Honors in Action winning project involved conducting original scientific research on Cape Ivy, an invasive plant on the Skyline College campus.

Susan Wu, BΘO's Vice President of Operations, said the current Honors Study topic is "Frontiers and the Spirit of Exploration." For the service component of the project, members are teaching seniors how to use their laptops, smart phones and tablets.

Livius Darmawan, BΘO's Vice President of Publicity, said BΘO's current College Project is support for the Middle School Outreach Initiative, funded by the President's Innovation Fund. As part of the Initiative, BΘO members and other students teach science labs to local middle school students.

Christian Galang, BΘO's Vice President of Case Studies, said that since 2003, *USA Today* has sponsored a Case Study Challenge for PTK members and chapters. BΘO was one of the winners in the first year and has submitted case studies seven additional times. Mr. Galang said BΘO regularly participates in community service projects, such as raising money for the American Cancer Society and participating in Relay for Life and Together We Thrive.

Aulani Saizon, BΘO's Vice President of Fellowship, said new members are inducted into PTK each semester. Next month, BΘO will host the induction ceremony for 100 new members as well as new members from Cañada College and College of San Mateo. Ms. Saizon invited the Board to attend the ceremony.

Vice President Miljanich asked how many members BΘO currently has. Professor Case said there are approximately 1,500 members. She said students become lifetime members when they join the Chapter. Trustee Holober asked if there is a GPA requirement to join and maintain membership. Professor Case said a student must have a 3.5 GPA and have completed 12 semester units to join. Students must maintain a 3.25 GPA to continue membership.

President Schwarz said it is remarkable to see the number of honors earned by BΘO over the years and she recognized Professor Case for her outstanding leadership.

Vice President Perkins said it is inspiring to attend the International PTK Convention. Trustee Mohr said he attended a convention and found it exciting and engaging. He said it is also uplifting to attend Chapter meetings and engage in insightful conversation with the students.

#### **STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

None

#### **NEW BUSINESS**

#### **APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (14-10-2A)**

It was moved by Vice President Miljanich and seconded by Trustee Mandelkern to approve the items in the report. The motion carried, all members voting "Aye."

#### **APPROVAL OF CONSENT AGENDA**

President Schwarz said the consent agenda consists of board reports 14-10-1CA, Ratification of July and August 2014 Warrants; 14-10-2CA, Adoption of District Academic Calendar for 2015-16; and 14-10-3CA, Approval of Curricular Additions and Modifications, Cañada College and Skyline College. It was moved by Vice President Miljanich and

seconded by Trustee Holober to approve the items on the consent agenda. The motion carried, all members voting “Aye.” Trustee Mandelkern asked that the dates of the Colleges’ commencement ceremonies be included in future calendars.

### **Other Recommendations**

#### **APPROVAL OF REVISION OF EMPLOYEE SECOND LOAN PROGRAM (14-10-100B)**

It was moved by Vice President Miljanich and seconded by Trustee Holober to approve the revision as detailed in the report. Trustee Holober asked what the funding source will be for the additional funds requested. Executive Vice Chancellor Blackwood said the program is being funded as an investment out of the post-retirement reserve. Trustee Holober asked the reason for the proposed change in the program to “include home buyers who are not necessarily first time home buyers, but who are purchasing a primary residence in the Bay Area (defined as within a 50 mile radius of the District).” Chancellor Galatolo said the proposed change targets individuals who the District is trying to attract and who own a home that is beyond a reasonable commute and would need a residence closer to the District. Trustee Holober requested that the language be clarified to indicate that this change is directed to employees who are relocating from a distance of more than 50 miles rather than those who already own a residence within the 50 mile radius. Chancellor Galatolo said the clarification will be made. Trustee Mohr said the program is a long-time goal which he supports. He suggested that when requests are made for major expenditures, it would be good practice to reference the goal to which they pertain. After this discussion, the motion to approve the revision with the requested clarification carried, all members voting “Aye.”

#### **ACCEPTANCE OF CONTRACT EDUCATION FUNDS FROM FUNDACIÓN TELEVISIVA IN COLLABORATION WITH THE UNIVERSIDADES TECNOLÓGICAS (BÉCALOS) AND AUTHORIZATION TO EXECUTE AGREEMENT – SKYLINE COLLEGE (14-10-101B)**

It was moved by Trustee Holober and seconded by Trustee Mandelkern to approve acceptance of the funds as detailed in the report. Trustee Mohr asked if the amount of the grant is sufficient to support the 75 students participating in the program. President Stanback Stroud said Skyline College requested and was granted funding from the Bécalos Foundation in addition to the original grant amount and the budget will support the students. After this discussion, the motion carried, all members voting “Aye.”

#### **ACCEPTANCE OF SPARKS! IGNITION GRANT FOR MUSEUMS AND LIBRARIES FROM THE INSTITUTE OF MUSEUM AND LIBRARY SERVICES FOR CAÑADA COLLEGE (14-10-102B)**

It was moved by Vice President Miljanich and seconded by Trustee Mandelkern to accept the grant as detailed in the report. The motion carried, all members voting “Aye.”

#### **APPROVAL OF CONTRACT AWARD FOR DISTRICTWIDE UTILITY MEASUREMENT AND VERIFICATION PROJECT (14-10-103B)**

It was moved by Vice President Miljanich and seconded by Trustee Holober to approve the contract award as detailed in the report. José Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, introduced Carmela Gaspar, District Sustainability Specialist, along with Pat Tait, Jason Schaible and Marina Pelosi of Schneider Electric.

Karen Powell, Director of Facilities Maintenance and Operations, said the project will be a significant step toward measuring and managing how buildings operate throughout the District. It will provide upgrades to existing systems and add necessary hardware and software systems to monitor, trend, analyze and control utility use across the District. Ms. Powell said the project will replace the existing Building Management System (BMS) main controllers and software system, as well as the existing Energy Information System (EIS) software platform that integrates with the BMS system. In addition, new Analytics software that has the ability to store, categorize and analyze data from the BMS and EIS systems will be provided.

Ms. Powell outlined the selection process, including the request for proposals, in-person presentations by bidders, analysis of proposals and presentations, second round presentations, and best and final offers. Ms. Powell said the selection committee feels confident about its recommendation to execute a contract with Schneider Electric.

Trustee Holober said it appears that energy measurement has not been occurring in each building even though the Board adopted green building goals more than a decade ago, with energy efficiency being a large component. Ms. Powell said the District has not up to this time had the ability to ascertain building-level consumption data.

Trustee Mohr said the project impresses him as modern and forward-looking. He suggested that this type of work be incorporated into classes at the Colleges, providing an opportunity for students to see how technology connects with the concept and what the outcome is over a period of time. Ms. Powell agreed, noting that the project can provide opportunities for students to conduct real-life studies and perhaps offer advice to the Facilities team.

Vice President Miljanich asked if the Cañada College Solar Photovoltaic project will be included in this project. Ms. Powell said the solar project will be connected to the BMS and monitored, providing reports on the energy being generated as opposed to energy being consumed.

Student Trustee Bajwa asked if the Sustainability Committees on each campus will have access to the data. Ms. Powell said access will be provided.

After this discussion, the motion to award the contract carried, all members voting “Aye.”

**APPROVAL OF CONTRACT AWARD FOR THE CAÑADA COLLEGE AND COLLEGE OF SAN MATEO THEATER HOUSE LIGHTING RETROFIT PROJECT (14-10-104B)**

It was moved by Vice President Miljanich and seconded by Trustee Holober to approve the contract award as detailed in the report. The motion carried, all members voting “Aye.”

**APPROVAL OF CONTRACT AWARD FOR DISTRICTWIDE ELECTRONIC ACCESS CONTROLS AND ALARM MONITORING SYSTEMS SOFTWARE UPGRADE (14-10-105B)**

It was moved by Vice President Miljanich and seconded by Trustee Mandelkern to approve the contract award as detailed in the report. The motion carried, all members voting “Aye.”

**APPROVAL OF CONSTRUCTION CONSULTANTS (14-10-106B)**

It was moved by Trustee Holober and seconded by Vice President Miljanich to approve the construction consultants as detailed in the report. The motion carried, all members voting “Aye.”

**COMMUNICATIONS**

None

**STATEMENTS FROM BOARD MEMBERS**

Student Trustee Bajwa said he attended the CCCSAA Student Leadership Conference along with student government leaders from the three Colleges. Workshop topics included statewide student government and current issues, such as Assembly Bill 1358 regarding student representation fees. Student Trustee Bajwa said he also participated in a discussion about a social change model, specifically addressing how boards of trustees affect students and how students in turn affect their communities. Misha Maggi, Student Life and Leadership Manager at Cañada College, led workshops as did Aaron Schaefer, Student Life and Leadership Manager at College of San Mateo. Student Trustee Bajwa said discussions with other student trustees and student leaders from around the state reinforced his and other District students’ pride in being part of such a progressive and welcoming district.

Trustee Mohr said he appreciates the executive reports that the College Presidents prepare for Board meetings. He quoted from President Buckley’s report prepared for tonight’s meeting:

“In its recent publication, *Empowering Community Colleges To Build the Nation’s Future*, the American Association of Community Colleges suggested that colleges need to ‘... develop [their] role as brokers of educational opportunities rather than solely as direct providers of instruction.’ As AACC President Walter Bumpus said, ‘This shift will require that community colleges literally reinvent themselves in the coming years.’ It is time that we abandon the discrete, insular practices that dominate our classroom culture and scale-up to the ‘high impact’ practices that make transformative student engagement the norm rather than the exception.”

Trustee Mohr said this is exactly the kind of transformative experience made possible by the programs and activities at the three District Colleges.



Trustee Mohr said he attended the pre-apprenticeship class at College of San Mateo; he said the 25 attendees were very engaged and excited to learn about the program and the opportunities it can afford. As a member of the Housing Leadership Council Board, Trustee Mohr attended a strategic planning meeting; discussion included the basic mission and strategies for communication regarding the need for housing across the county. Trustee Mohr said the members of the Education Committee of the Redwood City-San Mateo County Chamber of Commerce are very interested in the concept of early college high school and want to discuss it further. Trustee Mohr attended Assemblyman Rich Gordon's K-12 Education Update at which a panel of board members from area school districts discussed how their districts are immersed in core academic subjects and the training needed in those areas. Trustee Mohr said the discussion reminded him of the importance of a smooth sequence from high schools to community colleges. Trustee Mohr congratulated Chancellor Galatolo on his induction into the College of San Mateo Athletic Hall of Fame.

Trustee Mandelkern congratulated Chancellor Galatolo on his induction into the College of San Mateo Athletic Hall of Fame, along with other inductees. Trustee Mandelkern encouraged everyone to vote in the upcoming election on November 4. He said there are a number of issues on the ballot which are related directly or indirectly to education.

### **RECESS TO CLOSED SESSION**

President Schwarz said that during Closed Session, the Board will (1) consider the personnel items listed as 1B on the printed agenda (2) conduct a public employee performance evaluation as listed on the printed agenda.

The Board recessed to Closed Session at 7:50 p.m. and reconvened to Public Session 10:00 p.m.

### **ADJOURNMENT**

It was moved by Vice President Miljanich and seconded by Trustee Mohr to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 10:05 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the November 24, 2014 meeting.

Patricia Miljanich, Vice President-Clerk

# Cañada College Report to the SMCCCD Board of Trustees



November 24, 2014

## Cañada Dreamers

On November 5th, eligible Cañada students received one-on-one assistance with DACA renewal applications at a free legal clinic organized by the Cañada Student DREAMers Club and Beating the Odds Peer Mentorship (BTO) Program, in collaboration with Community Legal Services in East Palo Alto and Goodwin Proctor, LLP. Goodwin Proctor is hosting the clinic at their Menlo Park offices and will also provide free shuttle transportation from campus. This unique opportunity for students reflects both the hard work being done by student leaders here on campus, and also the benefits that come from broader campus and community partnerships.

Many Cañada students currently receive protection and benefits from the DACA program. Created in 2012, DACA provides protection from deportation for undocumented young people who came to the U.S. as children. DACA recipients receive a temporary Social Security Number and Work Authorization Card. In California, DACA recipients can also apply for a Drivers License or ID card, and are eligible to receive Medi-Cal and certain types of financial aid for college. However, recipients must re-apply every two years in order to continue receiving these benefits.

Cañada DREAMers are first generation, immigrant, AB540, DACA, and undocumented students and their allies and supporters. The DREAMers Student Club provides a safe and inclusive community for Cañada DREAMers. The DREAMers Task Force brings together students, faculty and staff to work to ensure access to higher education for all students, regardless of immigration status.

## Halloween Fun on the Quad!



On October 30th, Halloween was celebrated in the Quad! Inspired by the November National Center for Student Leadership Conference the Student Senate will be attending in Disneyworld, the ASCC turned the Upper Lawn into a Disney Adventure complete with Magic Bands, cotton candy, snow cones, candy apples, performances, fortune telling, photo booths, and much, much more. There was a special prize for best faculty/staff costume and the student grand prize was two tickets to Disneyland! Students brought \$5 to help raise funds for the Pat Hanada Student Scholarship--where they received two pies to throw at some campus celebrities!

## Transfer Day

Administrators, faculty and staff welcomed students and university representatives to the College Transfer Fair, on October 21st, 2014. With faculty support, students were able to attend the event and explore 50 universities including 7 CSU campuses, 5 UC campuses, 27 in state private universities, and 11 out of state universities. Students gathered information about the admission requirements, financial aid and scholarship availabilities, academic programs, course requirements, and available support services.

The “Personal Statement Review” tables were one of the highlights of the event. Many students took this opportunity to have faculty and staff review and provide feedback on their application essays and personal statements. The Transfer Center and Counseling faculty assisted student with their transfer questions, and the Dreamers table provided information on options and possibilities for AB540 students at Cañada College and beyond.

The university representatives commented that students were well-prepared and asked great questions. They also commented that the event was very well organized and they enjoyed their visit to Cañada.

The day ended by providing lunch for students sponsored by ASCC, and raffled gifts sponsored by the Bookstore and the Transfer Center.



## ASCC at CCCSAA Leadership Conference



In October, four members of the Associated Students of Cañada College traveled to Los Angeles and took part in the California Community College Student Affairs Association Student Leadership Conference. The ASCC joined over 545 other colleagues from the California Community College system to learn more about leadership, lobbying, communicating, and how to invoke change at the local and state level. This conference marked the 33rd Annual CCCSAA Conference, with the theme “Lights, Camera,

Take Action: Taking a Starring Role in Leadership and Advocacy on Campus.” At the conference, students were able to connect with other student leaders, listen to keynote speeches, and also received Safe Zone and Undocumented Student training. During a keynote speech, one of the ASCC Senators was specially recognized for their excellent work during a session, and after the conference assessment came in, Cañada’s leadership workshop session was voted the top session at the conference. Overall, it was an extremely successful conference and a brand new experience for our board.

## MART in the Art Gallery



The show, “Perception: Looking vs. Seeing”, ran through October and was presented by the MART department. The show used images of an environment every one of us encounters every day to illustrate the differences between looking at something and truly seeing it. By highlighting this most common of environments and presenting several images of different locales, the viewer was invited to observe and “see” the detail that artists observe as a result of their training.

## MART goes APE



Professors Paul Naas and Hyla Lacefield, along with a contingent of MART students, staffed a table at the Alternative Press Expo in San Francisco on October 4th and 5th. Affiliated with ComiCon, the Alternative Press Expo - or APE - is a gathering of professional artists and comic art fans. The MART department spent two days promoting their programs, meeting potential students, and connecting with professional artists from both the games and film industries who are interested in coming to campus and passing on

their experience and advice to MART students. As a result of their presence at APE, the MART department has seen spikes in the membership on their Facebook page and inquiries about classes. Professors Naas and Lacefield are already looking forward to APE 2015!

## New Position Proposals

Recently, in a combined meeting of the Administrative Planning Council, Instructional Planning Council, and Student Services Council, the campus reviewed some eighteen new faculty and staff position proposals. The meeting lasted more than two hours. Faculty, staff, and administrators made formal presentations examining the efficacy of a variety of positions meant to expand and enhance student success. The theme of the presentations was focused on innovation in both services and instruction. These innovations are intended to offer Cañada students expanded opportunities to help increase their likelihood of academic success, transfer, and employment.



A full list of the proposed new positions can be found at :

<http://canadacollege.edu/planningbudgetingcouncil/staffing-1415.php>

The campus community was invited to participate in discussions, with “question and answer” opportunities, with members of APC, IPC, and the SSPC, on Tuesday, November 4 at 2:10pm in Building 2 Room 210. This was the first of two proposal processes this year that will lead to the prioritization of new faculty and Classified hirings set to begin in July, 2015 and January, 2016.

The combined APC, IPC, and SSPC met again in both small groups and in a larger, general session, to discuss new faculty and staff hiring priorities. There was very engaging and meaningful discussion about the value and need of each position. The assembled members did an impressive job in examining the pros and cons of each position proposal. Later in the week, the Academic Senate met to prepare a specific “faculty priority” list which will be presented to the President’s Office sometime in the coming weeks. I have begun a financial review to determine the number of new positions that are supportable. I’ve also been examining the comments from last week’s meeting to help guide me in preparing my own prioritization. At this point, I’ve decided on moving forward with the hiring of the SparkPoint Director. The announcement of other positions will take place the first week of December.

## Women’s Golf Champions!



The Cañada College Women’s Golf Team won 11 of 12 Central Valley Conference Tournaments to capture their 5th straight championship. The Colts are two-time defending NorCal Champions. This year’s NorCal Championship begins on Sunday, November 9th in Fresno.



## Phi Beta Kappa, Beta Zeta Nu

2014 calendar year, the Cañada College Chapter of Phi Theta Kappa, Beta Zeta Nu (BZN) spent its time on two major projects, along with other, smaller, activities. This past spring, Beta Zeta Nu worked with President Buckley, the administration, other campus organizations, the Phi Theta Kappa coordinator of collegefish.org, Jennifer Blalock, Superintendent Lianides of the Sequoia Union High School District and over 250 honor students along with their friends and family in an event honoring these students and their academic achievements at the 17th Evening of Academic Excellence.

During the summer, two students, Akila Mwongozi and Gerald Morlidge, attended a weeklong honors institute at Washington University in St. Louis. There they studied and discussed the PTK Honors In Action topic for this year entitled, Frontiers and The Spirit of Exploration. Akila and Gerald returned to Cañada College and spent the summer, along with other Beta Zeta Nu officers, researching, debating, discussing, and deciding the direction their chapter would take with respect to the honors topic.

The Chapter decided to spend this fall in an exploration into frontier of technology in early childhood education. Specifically, the chapter's research question is an attempt to discover what the educational experts and peer-reviewed research says about the introduction of technology into the educational experience of children between the ages of three to eight. In accomplishing this objective, the students are working with the librarians, the ECE Department, the Redwood City History Museum, and local community experts. The results of their work will be showcased later in the fall semester.

In addition, BZN students are also working on:

- A December Holiday Gift Giving Project: Working with ASCC and other campus clubs, this inter club activity will foster a spirit of friendly competition while at the same time serving those in need. The College President suggested his desire for a club wide event.
- Spring coat drive.
- Monthly movie night open to all.

## Library Mixer

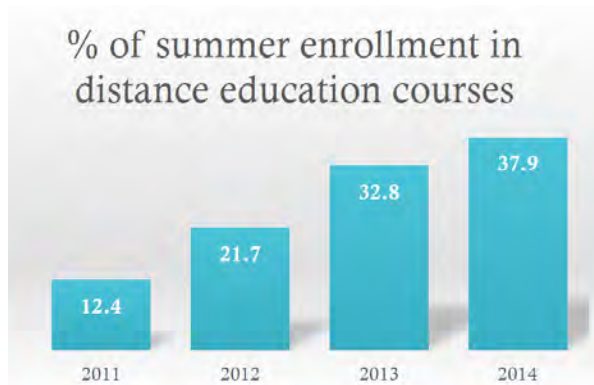


On Wednesday afternoon, Oct. 8th, Library students, staff, and librarians poured non-alcoholic mixed drinks right outside the library. Librarians showed students eBooks and other library resources using an iPad while students staff, faculty, and administrators enjoyed delicious drinks and snacks. Over 70 students attended and 76% of students reported that they learned something new about the library during the event. The highlight of this outreach effort was the opportunity to take the library outside while engaging with our Cañada community in a lively and relaxed environment. We would like your input on

this and possible future events! Please take a few minutes to answer this brief, anonymous survey:

[https://www.surveymonkey.com/s.aspx?sm=Qg7kcuxlqntirNEXb2dk\\_2fw\\_3d\\_3d](https://www.surveymonkey.com/s.aspx?sm=Qg7kcuxlqntirNEXb2dk_2fw_3d_3d)

## Distance Education Update



In keeping with the goals of our educational master plan and the demands of our students, Cañada College has been offering more courses in a hybrid or online format. We now have 41 faculty members who teach through distance education. The enrollment in online and hybrid classes has been growing slowly but steadily since 2011, so that in the fall 2014 semester 14% of our enrollment is in distance education sections. The largest growth has been in the summer session with the vast majority of these courses online.

There is always concern that the success and retention in distance education courses is less than in face-to-face courses, so we closely monitor these numbers. The success rate of our students in distance education courses is in the range of 53-58% compared to the overall college range of 69-70%. Retention rates in distance education courses are about 10% lower than the college overall. These difference in success and retention are similar to those reported at community colleges around the state. The Distance Education Advisory Committee is focusing on student success and retention efforts at the school. As an example of one of these efforts, an online tutoring service is currently being piloted by the learning center.

## International Education Week

We celebrated Cañada's diversity and learned about international education opportunities, and held a Calendar Photo Contest during International Education Week on November 11-13, 2014.

**International Education Week**  
CAÑADA COLLEGE | NOVEMBER 11 - 13, 2014

Come celebrate Cañada College's diversity and learn more about international education opportunities.

**TUESDAY, NOV. 11**

- 9:00am Reveille Ceremony: Military flag-raising ceremony
- 11:00am A Veteran's Journey Home, *Bldg 9-154*
- 12:45pm Life is a Game: Economic & Political Aspects of Game Theory  
*Social Science Hub, 9-307*

**WEDNESDAY, NOV. 12**

- 11:30am Study Abroad Fair, *The Grove*
- 5:00pm STEM Speaker Series: Think Global, *Bldg 6-101*

**THURSDAY, NOV. 13**

- 10:30am ASCC Spirit Day: International Celebration, *The Grove*
- 2:00pm International Film Night, *Bldg 3-148*

Enter the Calendar Photo Contest by MONDAY, NOVEMBER 10. Email your name, title, brief description, and photo of your home, travels or culture to [caninternational@smccd.edu](mailto:caninternational@smccd.edu).

## Colts Basketball Emerged Victorious at Tourney



Cañada Men's Basketball Team went 3-0 to win the championship of the John Wallace Ohlone Memorial Tournament. Game 1 vs Delta College: The Colts controlled the game winning 78-56. Game 2 vs Mt. San Jacinto: The Colts were in a shoot out! The Colts controlled almost the entire game only to see their lead disappear within the final seconds, as Mt. SJC hit a FT with 10 seconds left to put them up 1pt.

On a broken play sophomore Kenny Hatch drove the lane and got a foul call went to the line for 2 shots.

Kenny made 1 out 2 and sent the game into OT where the Colts put Mt. SJC away for good winning 116-108 in OT. Game 3 vs host Ohlone: The Colts started out flat after an emotional and physical battle the night before, but down 18 at one point they never gave up and stormed back to take the lead by 3pt at half time. The Colts came out in the second half and dominated the game putting away Ohlone and winning the championship 78-60. MVP of the tournament was sophomore Roh Goodwin. On the All-Tournament Team was freshman Crisshawn Clark.

## Halloween on the Quad





## SparkPoint Center Director



We are well on our way to establishing the SparkPoint Center at Cañada College. Our Grand Opening is scheduled for Thursday, February 5, 2015. We currently have a director on “detail” from Skyline College with the position ending December 31. In order to assure leadership and continuity for the SparkPoint Center, we will need to hire a permanent director as close to the beginning of 2015 as possible.

Fortunately, we received special project funds from the District to specifically support the Director of our new Center. Therefore, the President has approved the hiring of this new position and we will move forward with advertising for the director this week.

## Megan Rodriguez Director of Marketing, Communications, and Public Relations



We welcome Megan Rodriguez, who joins the Cañada team as Director of Marketing, Communications, and Public Relations. Megan describes herself as “delighted to be returning to her roots” as she began her college career in the San Mateo County Community College District and attended classes here at Cañada. She transferred to California State University, Long Beach where she received her BA in Journalism and Public Relations. While at Long Beach State, Megan served on the Advisory Board of the University’s Department of Journalism & Mass Communication. Megan has worked for a number of marketing companies, and for the last seven years she has worked as Marketing Director for the Long Beach Convention & Visitors Bureau. There, she was responsible for public relations strategy, media relations, brand development and awareness building for tourism and community relations in Long Beach, including the Long Beach Airport and the Long Beach Convention & Entertainment Center. A Bay Area native, Megan currently resides in San Jose.

## Veteran’s Day

Veteran’s Day started out with a Reveille Ceremony by the Marine Corps with the Glee Club singing the National Anthem and President Buckley talking about the history of Veteran’s Day. VROC had a special Tuesday Meet & Greet with a panel of student veterans sharing their experience in service and return to civilian life.



## Accreditation Follow-Up Visit

On Wednesday, November 12, an ACCJC Follow-Up Team, led by East Los Angeles College President, Marvin Martinez, conducted a one-day review and assessment of the college's response to the recommendations we received in our formal accreditation assessment last Fall. Mr. Martinez and his fellow team member, Dr. Tim Woods from Fresno City College, met with various members of the faculty, staff, and administration in review of our formal Follow-Up Report document. In a final meeting with Mr. Martinez before his team departed, he shared with me his conclusions and provided a preview of what he would include in his official report to ACCJC. Mr. Martinez shared that he felt the college met, and even exceeded ACCJC standards. He confirmed that the team had found the information in our Follow-Up Report to be accurate and evidence of the college having no deficiencies. He shared a number of "commendations," including: the college faculty and staff demonstrate an "active excitement and dedication" to student learning; the college demonstrates evidence of "continuing quality improvement": and, faculty and staff collaboration was "inspiring."

Mr. Martinez will submit his formal findings to ACCJC in the coming weeks and we will receive official notice of the Team's findings from the Commission in January. I want to thank the entire campus for its support in the accreditation process over the past year, with special thanks to our Accreditation Liason Officer, Dean Chialin Hsieh, and members of the Curriculum Technical Review Committee: Gregory Anderson, José Peña, Janet Stringer, and Diana Tedone, and Chairs Alicia Aguirre, and Dani Bohenic.

## Marquez Named Vice President of Admin Services



Michelle Marquez is joining Cañada College as Vice President of Administrative Services. Michelle comes from Modesto Junior College where she has served as Director of the Center of Excellence for the Central Valley Region. Michelle has 17 years of experience in the public sector, with 7 years of experience as a community college administrator. Prior to her experience with community colleges, Michelle worked in the K-12 system, local government, and the private sector.

Michelle holds a Bachelor's Degree in Psychology from Fresno State. She has also earned Masters Degrees in both Business Administration and Public Administration. She holds certifications in program evaluation and forensic accounting. Michelle has earned numerous accolades for her work as a community college administrator, including an award from the National Institute for Staff and Organizational Development at the University of Texas, Austin; and recognition from the Community College Futures Assembly for her work in planning, governance, and finance.

In her free time, Michelle enjoys traveling and spending time with her family. In particular, Michelle is an avid sports fan and especially enjoys rooting for her favorite professional basketball team, the Golden State Warriors. She is looking forward to settling into the community and serving the college.



# President's Report to the SMCCCD Board of Trustees

President Michael Claire ~ November 24, 2014

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## CSM Receives Gift of Rare Sports Memorabilia



Photos courtesy of Andreas Wolf

Dean **Andreas Wolf** reports that he recently had the pleasure of meeting **John Moore Jr.** who presented the college with some historic athletic memorabilia. His father, **Johnny Moore**, played shortstop in 1929 for the San Mateo Junior College Bulldogs, the year the team captured the California Coast Conference Championship. John Moore Jr. gave the college his father's glove and a baseball autographed by the entire team (and coated to preserve the signatures), including CSM Baseball Coach Harold Taggart. Moore found a team photo in CSM's online archives showing his father (sitting next to Coach Taggart) holding the glove. He said, "I never quite understood the significance of the ball until recently but I did know about dad's glove—he would use it when we played catch together." The ball and glove will be on display in the President's Office. ■



## A Celebration of Faculty



*Photo by CSM Community Relations and Marketing*

On November 5, CSM honored 33 faculty members at the annual Faculty Service Awards & Ice Cream Social held on the terrace of College Center. The event celebrated full- and part-time faculty who have completed 10, 20, 30 and 40 years of service to the college district. The deans made individual presentations about each of their faculty honorees followed by congratulations and awards given by Mike Claire, Sandra Comerford, Jennifer Hughes and Jan Roecks. CSM's managers assisted with scooping and serving up ice cream sundaes for all the attendees.

### **10 years**

Lorrita Ford  
Kristi Ridgway  
Brandon Smith  
Maribeck Boosalis-Oler  
Christine Baird  
Gerald Pera  
Geoffrey Balton  
Philip Constantino  
Amanda Anderson  
Bryan Baker  
Lin Bowie  
Yin Mei Lawrence  
Walter Schulze  
Randy Wright  
Nicole Borg  
Noah Buchanan  
Theresa Harris  
Brent Hipsher  
Doug Fry

### **20 years**

Rosemary Nurre  
David Laderman  
Karen Reed  
Chris Bobrowski  
Minu Mathur  
Bryce Martens  
Timothy Gilmartin  
Yaping Li  
Madeleine Murphy  
Nayeerah Rezaie  
Roxana Rugliancich

### **30 years**

Lyle Gomes  
Roberta Reynolds

### **40 years**

Anne Dinelli ■

## A Celebration of Faculty



*Photos by CSM Community Relations and Marketing*

## Fair Inspires a Healthy Campus Community



*Photo courtesy of Sharon Bartels*

CSM's Health Fair—designed to promote health and wellness throughout the college community—was a big success. The Fair brought together 26 off-campus health care professionals and agencies and a dozen departments from the college and attracted more than 400 students, faculty and staff. Some of services and assessments that were offered included free flu shots and blood sugar screenings conducted by CSM nursing students; dental screenings performed by CSM dental assisting students, mini massages offered by chiropractors, and STD testing and tuberculosis testing provided by San Mateo County Health Services. In addition, various service agencies participated: Rape Trauma Services, CORA (Community Overcoming Relationship Abuse), Pyramid Alternatives, Crisis Intervention and Suicide Prevention Center. CSM's Health Center provided complimentary healthy snacks to all who attended. The team behind the successful event included **Sharon Bartels**, health services director; **Gloria D'Ambra**, staff assistant and students **Allison Friedlander** and **Candice Lee James**. ■

## Students Learn to Be Leaders



The 4th Annual CSM Student Leadership Conference was held on October 24–26 at the Monte Toyon Conference Center in Aptos. The conference, which is open to any CSM student, had 28 attendees who took part in workshops focusing on leadership development, communication skills, conflict resolution, and teambuilding. Students participated in lectures, small group activities, and interactive projects that reinforced and provided hands-on experience of the different theories and skills being taught. **Aaron Schaefer**, student life & leadership manager, and **Fauzi Hamadeh**, student life & leadership assistant, provided the training. The conference was made possible by support from the Associated Students of CSM. (Article and photo contributed by Fauzi Hamadeh) ■

## Astronomy Department Hosts Eclipse Viewing Party



Photo by Mohamed Lahna

CSM's rooftop observatory of Building 36 provided an extraordinary viewing opportunity of the partial solar eclipse on October 23. The weather cooperated, and over 250 people enjoyed viewing the eclipse through the Astronomy Department's facilities and snapping many pictures using their phones. ■



Photo by Peter Roomian

## Middle College Fund Raiser Supports Impoverished Women

Middle College students, led by members of The Middle College Effect and teachers **Michael Clardy** and **Greg Lance**, held a screening of the documentary *Half the Sky* to raise awareness about issues that women confront around the world. Juniors **Kristan Hilby**, **Kilisitina Petelo** and **Katie Huddleston** and senior **Angie Marsland** spoke during short breaks in the film about their own experiences as young women and how learning about the issues that women in the developing world face have led



Photo courtesy of Greg Quigley

them to feel both empathy and solidarity with them. Students carried out marketing campaigns through social media and direct interaction with students and professors at CSM. A version of Katie Huddleston's speech was published in the *San Jose Mercury News* on October 13, 2014 and can be found at the end of this report.



A wide range of high school students, college students and professors and members of the community attended the screening. The students raised more than \$2,000 to provide microloans for impoverished women in Guatemala. The women are starting or growing their very small businesses in order to keep their children in school, support their family and benefit their community. The effort was part of an ongoing collaboration between The Middle College/Hillsdale Effect, San Mateo Rotary Club and the non-profit Namaste-Direct. (Article contributed by Greg Quigley) ■

## Honors Project Showcases Student Research

On Thursday November 6, CSM's Honors Project held its traditional fall mixer, in College Heights Conference Room. About 40 people were in attendance—current Honors Project students, prospective students, staff, administrators and faculty, all mingling with delight about participating in the Honors Project. CSM music student **Justin Palaad** furnished smooth jazz guitar as the musical backdrop for the event.

Going into its third year, the Honors Project now enjoys major institutional support as part of CSM's new Academic Support and Learning Technologies Division. The division dean, **Jennifer Taylor-Mendoza**, made a few gracious comments and **David Laderman**, program coordinator of the Honors Project, specially thanked **Fi Tovo**, interim program services coordinator in the Learning Center, who has been a vital asset to the program.

The highlight of the mixer was the Honors Project students. Several described their research topics, which ranged from globalization effects, to the political economy of the Internet, to historical critique of gang violence, to the relationship between artistic eloquence and physics. Also present were members of a new student club associated with the Honors Project—the Writers' Project. Lead by many seasoned Honors Project students, the club seeks to encourage and facilitate student writing, across the curriculum but also across the district: they are inviting submissions from all three colleges for an academic literary journal they aim to publish. (Article contributed by David Laderman) ■

## Kudos

~ Two articles written by Assistant Professor of ESL **Lisa Melnick** earned Honorable Mention in the 2014 Plaridel Awards held on October 2. The Plaridel Awards honor excellence in Filipino American journalism and are presented by the Philippine-American Press Club. Her articles, "Celestino's Crusades" won for Best In-Depth/Investigative Story and "Just Because" received a Best Personal Essay honor. Both have been reposted on *Positively Filipino- Online Magazine for Filipinos in the Diaspora*.



Photo courtesy  
of Lisa Melnick

~ The **editors and staff of *The Labyrinth***, CSM's Honors Project newsletter, have won "First Place" for student-published newsletters in the 2014 contest sponsored by the National Collegiate Honors Council (NCHC), which held its annual conference November 5-10 in Denver. The judges based their decision on its excellent writing, design, photography, and general strength of purpose. **Dee Dee Pickard**, the editor-in-chief, deserves special credit for her tireless work in producing three issues in just one semester, the spring of 2014, enough to qualify for this important national award. Additional student writers and editors deserving congratulations are **Laila Talpur, Samantha Trump, Elena Roldan, Melissa Khoo, Ivonne Fajardo, Robert Cecchi, Hanna Haddad, Linda Olmos** and others. Professor of English **Tim Maxwell** was advisor to the *The Labyrinth* and The Project Club. He gave two presentations on CSM's Honors Project at the NCHC conference, addressing the program's community-building design and new interdisciplinary courses.

The Honors Project was also represented at the Bay Honors Consortium Conference at Mills College, October 25. Program Coordinator **David Laderman** helped organize the event, and presented on a panel.

~ CSM alum **Julian Edelman**, NFL wide receiver with the New England Patriots, recently set a franchise record when he returned a punt for 84 yards for a touchdown in a win (43-21) over the Denver Broncos on November 2. Patriots Coach Bill Belichick, commented, "Huge play in the game." Edelman also caught nine passes for 89 yards, including a five-yard touchdown to put the Patriots ahead just minutes before his punt return. He was a standout quarterback at Woodside High School, CSM and Kent State University.



Photo by Elsa/Getty Images

~ Three current CSM baseball players have signed National Letters of Intent to play at the university level. **Keone Cabinian**, a right-handed pitcher and graduate of De LaSalle High School and **Miles Mastrobuoni**, a shortstop and graduate of Granada High School have both received scholarships to play for the Wolfpack of University of Nevada. **Devin Mahoney**, an infielder and left-handed pitcher from St. Mary's High School will be playing for the University of St. Louis. The players earned a combined 3.31 GPA and each of the three received at least 85% of the total cost of college next year from their respective schools.

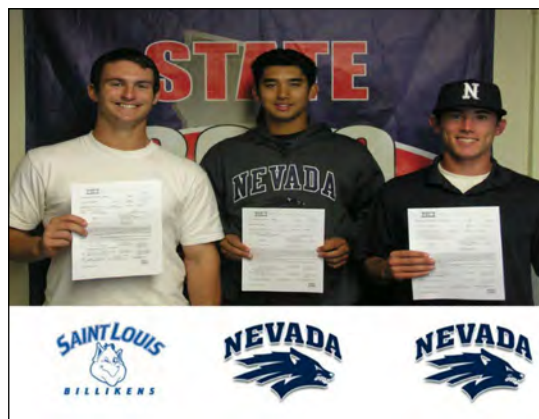


Photo courtesy of Andreas Wolf

~ **Ernesto Lacayo**, former CSM football player has signed with the Wichita Force, a professional indoor football team that is a member of the Champions Indoor Football League. After two seasons at CSM, Lacayo played for Hastings College in Nebraska. While at Hastings, he broke every kicking record in the history of the school and was named an honorable mention All-American punter in his first season.

~ **Middle College students** celebrated Halloween on October 31 by entertaining the students at the Child Development Center. The students led games and helped with arts and crafts projects. ■

## In Memoriam

~ **Albert Teglia**, a CSM alum and former Daly City councilman and mayor, died in Roseville at the age of 83. Mr. Teglia, obtained a degree in horticulture from CSM. Known as “Mr. Daly City,” he served on the City Council for 20 years; prior to that he was a trustee with Jefferson Union High School District. In later years, he worked as an assistant to Mary Griffin, supervisor for North San Mateo County, and as an advocate for families and children with the Human Services Agency in the County until his retirement in 2009. ■

# UPCOMING EVENTS

### **‘Where Soldiers Come From’ Film Screening**

*Part of the Veterans Journey film series*  
Wednesday, December 3 • 1:30 pm  
Health and Wellness Building 5, Room 339

### **Annual Fall Dance Concert**

Friday, December 5 • 1:30 and 7 pm  
Theatre Building 3  
Join CSM for an evening of dance featuring performances by students from CSM dance classes.

### **CSM Big Bands Jazz Concert**

Monday, December 8 • 7:30–9:30 pm  
CSM Theatre Building 3

### **Pianos Plus**

*Piano/Harmony Department Concert*  
Tuesday, December 9 • 7–9 pm  
Building 2, Room 110, Choral Room  
A musical evening filled with piano music as well as an eclectic and entertaining mix of original student compositions.

### **‘Service: When Women Come Marching Home’ Film Screening**

*Part of the Veterans Journey film series*  
Wednesday, December 10 • 1:30 pm  
Health and Wellness Building 5, Room 339

### **CSM Electronic Music Concert**

Thursday, December 11 • 7 pm  
CSM Theatre Building 3  
A showcase of new music by CSM students in the electronic music program. Performances cover a wide variety of musical styles

### **Honors Project Forum**

Friday, December 12 • 3–5 pm  
College Heights Conference Room  
Presentation and discussion of final projects by Honors Project students. Students will present their final projects in a robust and invigorating culmination of an entire semester’s worth of intellectual pursuit, inspired scholarship and creative collaboration.

### **Choreography Showcase**

*Informal Dance Choreography Performance*  
Wednesday, December 17 • 12–1:30 pm  
CSM Theatre Building 3  
Dance 390, Dance Composition/Theory/Choreography has been working all semester to learn the foundations of dance choreography. They have made some beautiful dances! In this final performance they have refined their best work from the semester to make it truly show-worthy.

## Student Success Story: Nabin Shrestha

### UCLA, Applied Mathematics

It was a great transition coming from my native Nepal and adjusting to the higher education system in the United States. When I first arrived in the Bay Area, I was unsure about my life. My original intent in coming to the U.S. was to study computer science, but I changed my major several times. Attending College of San Mateo helped me adjust and make decisions—I finally decided to study mathematics.

My decision was influenced by my math instructor, Lena Feinman. She is an extraordinary teacher, mentor, boss and most importantly a mother figure for me. While I was in her linear algebra class, she asked if I would like to tutor at the Math Resource Center and later asked me to be a part of Supplemental Instruction (SI) Program and become an

SI leader. I have learned greater skills and knowledge and gained a lot of confidence working with her. Serving as a tutor and an SI leader, I helped fellow students who were struggling with math; I found that very rewarding. My work experience gave me an opportunity to know the math faculty very well and meet a lot of people from different backgrounds and with varied knowledge and interests.

During my years at CSM, I also volunteered in the EOPS center as a math tutor, became a member of Alpha Gamma Sigma Honor Society, and an Inter-Club Council representative for Spark Math Club. Additionally, I participated in many activities offered through CSM's Transfer Services including application workshops, university campus tours and counseling services.

CSM has been a safe haven and the perfect place for me to learn and grow. I believe attending CSM was the right decision for me. CSM is a place where both instructors and staff are ready to help students succeed. I have to admit that I would not been as successful had I not attended CSM. The college has prepared me for the bigger arena. It has prepared me to transfer to one of the best public universities in the United States: UCLA. I am thankful to CSM for providing such wonderful faculty and staff who are always ready to help students thrive and I am appreciative of the opportunities it has offered me in the transfer process. ■



*Photo by Alexis Madayag*

## “See a Movie, Save a Life”

(The following article was written by Katie Huddleston, a junior in CSM’s Middle College program; it was published in the *San Jose Mercury News* on 10/13.)

Growing up in the progressive Bay Area, I am possibly more aware of my privileged life than some, but I too often continue to live in a state of cognitive dissonance, not really sure what to do with that privilege.

As a typical junior in high school I pretty much have “privileged teen” written all over me. From my iPhone to my Lululemon leggings, I continue to place value on the nonessentials in my life even though I am aware they are nonessential. I snack throughout the day and eat as many meals as I want -- never doubting my food supply. I’ve lost more human contact through social media and technology than I have gained. I sometimes take my education for granted, not thinking about how valuable it is and how so many in the world do not have access to this fundamental right.



*Photo courtesy of Greg Quigley*

The fact that there are young girls in Pakistan denied their right to an education -- even shot to prevent it, like Nobel Peace Prize winner, Malala Yousafzai, is very foreign to me. The thousands of women suffering from fistula in the Congo aren’t women with whom I can directly connect my experiences. And the women in Guatemala working in fields to simply supply their families with a stable life are women who know a kind of truly hard work that I may never have to experience.

I am clearly more privileged than these women. I have obviously won in the geographic lottery. My privilege is luck. I will never know what it is like not to have that luck.

I know what it is to be doubted, though. By my mere identification as a female, I am forced to carry the burden of the various stereotypes that turn a blind eye to the equal abilities of a woman to a man. I live in a country where, while there are many doors open to me, a glass ceiling still means I may only make 77 cents to every dollar a man makes. I am criticized for my clothing choice while my male peers’ behavior is excused away with the attitude “boys will be boys.” Because I am a girl, my body is judged before my capabilities. So, while I really have no idea what it is like to live on two dollars a day, there is something I have in common with women in the developing world.

It is my awareness of my privilege, combined with my awareness of my shared experience with women around the world, that has led me to get involved in microfinance for women in Guatemala.

The College of San Mateo Middle College program is presenting our community with the chance to broaden their mindsets and educate themselves on severe issues facing our world today. Middle College has created a group called "The Middle College Effect," which helps raise money to finance microloans for women's small businesses in Guatemala.

Through the nonprofit organization Namaste Direct, we are able to send the money we raise from various fundraisers to specific women looking to strengthen and grow their very small businesses. Through the use of social collateral, in the place of regular loan collateral, groups of women are able to support each other in paying back their loans as their businesses grow and become more profitable.

NamasteDirect offers personalized business training so women are able to create a strong business plan, emerge from the vicious cycle of poverty and become contributing members of their community. This is real. This works. And this helps.

Here's where you come in. The Middle College Effect is putting on a screening of the documentary, "Half the Sky," portraying real life triumphs of women all over the world who have faced terrible injustices. Admission is \$1. That's \$1 I could likely find in the seat of my car on my way in. That \$1 that could contribute to the rescuing of an entire family much less fortunate than my own. That \$1 helps that woman's business flourish, helps her see her true potential and allows her to send her kids to school rather than pulling them out to help support the family financially. That \$1 empowers her.

This is not just each individual's issue. This is not just a women's issue. This is our issue. Our world, our future. We cannot truly make progress until the potential and capabilities of half of our global population are recognized to their fullest. We can help these women hold up their half of the sky -- it is our sky too, after all. Malala Yousafzai has said, "Girls can be the future, if you give them the chance." I have learned how I can use my privilege to give them, and all of us, that chance. I hope you will join me.

Half the Sky will screen at 7pm in the CSM Theater on Thursday, October 16. Admission is \$1. Prizes donated by local businesses will be raffled off as well. ■



# President's Report to the Board of Trustees

**Dr. Regina Stanback Stroud**

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Skyline College students in Paris, Study Abroad  
Photo Credit: Gary Fleener

## SKYLINE COLLEGE BOARD REPORT

### NOVEMBER 24, 2014

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#### “NETWORK AT NIGHT” COMMUNITY MIXER BRINGS COMMUNITY LEADERS TO SKYLINE COLLEGE



Skyline College hosted a successful “Network at Night” Community Mixer Thursday evening, October 23 for about 50 attendees. Community members from around San Mateo County, along with Skyline College faculty and staff, came together to mix and mingle over wine and food, connect with other educational and business leaders and visit the beautiful campus that serves as a resource for so many in our community. For some of the attendees, this was a chance to revisit Skyline College after a long absence, and they were pleasantly surprised by the progress the college has made with its campus and facilities – progress made possible thanks to several bond measures passed over the last 15 years.



With past progress in mind, and an eye toward the future, Jose D. Nunez, Vice Chancellor of Facilities Planning, Maintenance & Operations for SMCCD, gave a brief presentation that highlighted

the distinct need for continued improvements throughout all three SMCCD campuses, including Skyline College. An upcoming bond measure on the November ballot would raise \$388 million, and if passed, would provide funds to make further improvements for the colleges across the district\*. Nunez outlined how these funds would be used, including completely demolishing and rebuilding Building 1, revamping the interior of Building 2, expanding parking lots, and creating a new Energy Systems Technology building on the current site of Pacific Heights.

\* Update: the bond measure passed on November 4, 2014.

The networking event was a great chance for participants to reacquaint themselves with the Skyline College campus, connect with other local leaders and learn about how existing resources at Skyline College may be improved in the future.

Article by Connor Fitzpatrick. Photos by Maryam Ali.

#### SKYLINE COLLEGE STUDENT SHINES IN PARIS



Skyline College student Darwin Velasquez is studying in Paris this semester. Along with 70 other students from around Northern California he is participating in a unique program that allows him to earn community college credits while studying abroad. Not only will he earn 12 units of college credit that are pre-approved for transfer - he is also building the global perspective needed for success in our globalized economy.

In a recent letter Darwin says:

“After all the struggles, stress and uncomfortable situations, I learned that impossible dreams come true regardless of your immigration status or financial situation. It has been an extraordinary experience that I will never forget. Studying in Paris has benefited me academically and in my personal life. Don’t be afraid to pursue your impossible dreams.”

Article and photo submitted by Gary Fleener.



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#### SKYLINE COLLEGE TO HOST CONVERSATION ON RACE AND GENDER WITH LEE MUN WAH



Wednesday, November 26, from 9:00-12:00 p.m., Skyline College CTTL is proud to host “Cultural Competency: A Cross Race/ Gender Conversation” facilitated by award-winning filmmaker Lee Mun Wah. Diverse institutions offer tremendous potential for learning and enrichment, yet there are also moments of conflict and tension over differences in perspective. Using a combination of films, personal stories, experiential exercises, discussion and

lectures, the program will offer:

- a deeper understanding of how gender and race can enhance and stimulate a stronger sense of community and cooperation
- a deeper understanding of divergent communication styles, perspectives, and expectations
- ways to mediate gender and race issues cross-culturally
- strategies for beginning conversations about gender and race.

Lee Mun Wah believes when we value others for their uniqueness and differences, then we enhance the possibilities for our children and ourselves. Lee Mun Wah is the Executive Director of Stirfry Seminars & Consulting, an agency that provides educational tools and workshops on issues pertaining to cross-cultural communication and awareness, mindful facilitation, and conflict mediation techniques. Lee Mun Wah’s award-winning films include *The Color of Fear*, *Stolen Ground*, and *Walking Each Other Home*. Other films include *Last Chance for Eden* and, most recently, *If These Halls Could Talk*.

The conversation will take place in **building 6, Rm. 6202**, lunch to follow.

#### COLORS OF THE WIND DELIGHTS CHILDREN AND ADULTS AT SKYLINE COLLEGE



What color is the wind? That is the question that drove George Mendoza to paint what he saw, although he is blind. George brought his unique talents to Skyline College to close out Disability Awareness Month. In addition to an amazing painting demonstration by George, author JL Powers read her children’s book *Colors of the Wind*.

*Colors of the Wind* is the story of how George Mendoza became blind as a young teen and used his disability as the source of his creativity and beautiful paintings. George is a renowned artist whose paintings have been displayed across the globe; he is also an award winning runner.



The special “Colors of the Wind” event was enjoyed by children from the Loma Chica Center and Skyline College students, faculty, and staff. Audience members were invited to

interact with George as he painted a canvas which will be donated to Skyline College.

At the conclusion of the event, JL Powers and George Mendoza signed copies of *Colors of the Wind* and met with members of

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the audience. Additional signed copies of this beautiful book are for sale in the Skyline College Bookstore. The event was co-sponsored by the Disability Resource Center, Language Arts Division, and Business Division. As a final note, the children from Loma Chica Center voiced their thoughts on the color of the wind – the consensus was blue or purple!

Article by Melissa Matthews. Photos by Keisha Ford.

### TRiO VISITS CAL POLY SAN LUIS OBISPO



On Friday, October 24, over twenty-five TRiO students participated in the second campus visit of the semester to Cal Poly San Luis Obispo (SLO) organized by the TRiO SSS Program. The campus visit kicked off with a campus tour where TRiO students learned about Cal Poly's student demographics, its history, interesting facts, and wide selection of majors.



TRiO students had an opportunity to participate in an Educational Opportunity Program presentation and learn about this program's eligibility requirements, its services, and its admissions criteria. In addition, TRiO students met current and former Cal Poly SLO students who shared their personal experiences at Cal Poly SLO.

The campus visit to Cal Poly San Luis Obispo was a tremendous success, which served to promote transfer goals among TRiO students at Skyline College.

Article and photos submitted by Jessica Lopez.

### SKYLINE COLLEGE AND CAPUCHINO HIGH SCHOOL CELEBRATE FRIENDSHIP THROUGH MUSIC



On October 16, 2014, the Capuchino High School Band and the Skyline College Concert Band joined together to present an exciting concert of classical and popular music in the Skyline College Theater.

The 28-member ensemble from San Bruno's public schools, under the direction of veteran music teacher Justin Cottrell, began the night with a set of diverse selections, from a Henry Fillmore march to an arrangement of the Jackson Five's "I Want You Back."

Following a brief intermission, the 47-member Skyline College ensemble took the stage and performed pieces celebrating friendship: "Old Friends" march, Shostakovich's *Festive Overture*, Elgar's *Enigma Variations*, and a medley of tunes from Disney's *Aladdin* (including "Friend Like Me").

The Capuchino Band then joined the Skyline College Band on stage, forming a massive combined band. The joint ensemble performed Karrick's "Companions on the Journey," the Skyline College "Alma Mater," and a surprise encore piece, the Capuchino High School fight song, "Cheer Cap."

The next concert to feature the Skyline College Concert Band will also feature the brand new Skyline College Symphony Orchestra in December 2014.

Article and photo submitted by Zack Bruno.

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### BÉCALOS STUDENTS CELEBRATE DÍA DE LOS MUERTOS



Students in the Bécalos Program took part in Día de los Muertos celebrations at Skyline College on Wednesday, November 5. Día de los Muertos, or Day of the Dead, is a holiday widely celebrated in Mexico and in various other countries around the world to honor and remember those who have passed away. Bécalos students fundraised on campus and used their earnings to create an altar for the Día de los Muertos gallery exhibit. The altar was a tribute to the memory and life of Frida Kahlo, the Mexican painter. The students worked diligently to create a platform that exhibited cultural significance and representation while reflecting their own personal artistic preferences.

Aside from altar showpieces, the gallery also showcased paintings, sculptures and various forms of artistic expression in honor of this holiday. Traditional refreshments included pan de muerto, or bread of the dead, and pan dulce, or sweet bread. Bécalos students provided entertainment for the event by playing instruments and singing cultural Mexican and popular contemporary English songs. A true exchange of cultures was witnessed by the many campus community members who viewed the art gallery, mingled, and enjoyed the seasonal festivities through food, music, art, and cultural dialogue.

Article and photo submitted by Alessandra Zanassi.

### THE LEARNING CENTER (TLC) PROMOTES SERVICES TO STUDENTS AT SKYLLOWEEN

Under the leadership of Learning Center Manager David Reed, Skyline College Learning Center Student Assistants greeted the students attending this year's Skyllooween event to promote TLC services and share information. Students learned that TLC provides free services such as tutoring, skill-building workshops, and computer lab access to help students in all Skyline College courses succeed.



The Learning Center was identified as one of the key strategic priorities in the 2012 – 2017 Strategic Plan. Part of that plan is focused on supporting students' learning experiences by expanding their technological

capacity, such as offering online tutoring. An online tutoring platform is currently being piloted in several Math and English courses this semester, with plans for expansion in the coming semesters. David Reed will be working with faculty and staff to further design a vision for the future of the Learning Center and how it aligns with the strategic priorities.

Article by David Reed. Photo by Regina Stanback Stroud.

### SKYLINE COLLEGE STUDENTS SHINE AT SACNAS ONCE AGAIN



At the SACNAS (Advancing Hispanics/ Chicanos and Native Americans in Science) Conference on October 16-18, eight Skyline College students presented their original scientific

research alongside students from University of Texas, Princeton University, Yale University, University of California, Brown University, Stanford University, and many others. The conference was held in Los Angeles and sponsored by UCLA and USC. Over 4000 graduate and undergraduate students from across the country attended the conference.

Papers were selected for the conference in a competitive judging from abstracts submitted in July. Skyline College students started their research last spring with Christine Case in BIOL 230 or BIOL 690. The students spent the summer in the lab to continue and

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complete their research. Stephen Fredricks worked with the students to register and prepare them for presenting at a national conference. At the conference, students were knowledgeable and professional, and represented Skyline College well.

All of these students now have their first publication. You can see the students and their posters at <http://skylinecollege.edu/case/biol690/students14.html>. Here are their research topics:

- Photosynthetic Characteristics of Invasive *Delawarea odorata* and Native Coastal Sage Scrub Plants - Jean Luke Campos
- Evaluation of the Antimicrobial Activity of *Rhodiola rosea*, a Medicinal Plant - Sweta Sharma and Wafa Zeidan
- Antimicrobial Properties of a Traditional Medicinal Plant, *Lupinus variicolor* - Jia Gwee
- Antimicrobial Properties of a Traditional Medicinal Plant, *Mimulus aurantiacus* - Jackson S. Womack and Keefah Khalil
- Antibacterial Activity of Coffeeberry (*Rhamnus californica*), a Traditional Native American Herbal Medicine - Anna Portelli and Jashwin Sagoo

Pictured in the photo are: Top row from left: Jackson Womack, Anna Portelli, Jean Luke Campos, Wafa Zeidan, Keefah Khalil, Front from left: Sweta Swarna, Jia Gwee

Article and photo submitted by Christine Case.

### SKYLINE COLLEGE PROFESSOR DR. TONY JACKSON PRESENTS AT “TEACHERS 4 SOCIAL JUSTICE” CONFERENCE



On October 11, 2014 Dr. Tony Jackson and Cephus, “Uncle Bobby” and Beatrice Johnson (Oscar Grant’s uncle and aunt) facilitated and presented a workshop titled “Police Terrorism, Mass Incarceration, and The Criminalization of Black and Brown Youth.” The workshop was presented to an overflow audience. Participants were introduced to the last day of young Oscar Grant’s life, the importance of understanding the impact that police encounters

can have on the lives of young people, and what young people of color need to know when dealing with the police. The film, *Fruitvale Station*, and the accompanying survival workbook for African American Males, *Dare To Be King, What If the Prince Lives?* served as an outline for the workshop. Participants were largely educators focused on social justice and community members and activists.

The workshop raised awareness, provided meaningful dialogue and engaged educational experiences on police detainment using the film *Fruitvale Station* as a starting point. The facilitators provide this workshop and training for youth on behalf of the Love Not Blood Campaign. During the session participants received information that they will be able to apply directly when dealing with the police, video recording the police, and understanding their Constitutional Rights.

The *Dare to Be King, What If the Prince Lives?* workbook that accompanies the film, *Fruitvale Station*, is written for use in a diverse range of educational settings: schools, youth centers, activist organizations, and for anyone in those environments interested in educating young people of color about police detainment, mass incarceration, and the criminalization of young people in the United States and using *Fruitvale Station* as a tool for social justice.

Article and photo submitted by Dr. Tony Jackson.

### FORMER EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS) STUDENT WINS \$1000 CALIFORNIA COMMUNITY COLLEGES EXTENDED OPPORTUNITY PROGRAMS AND SERVICES ASSOCIATION SCHOLARSHIP (CCCEOPSA)



Pyae Sone, a former Extended Opportunity Programs and Services (EOPS) student, was awarded a \$1,000 scholarship by the California Community Colleges Extended Opportunity

Programs and Services Association (CCCEOPSA). He recently graduated summa cum laude with two Associate Degrees, and is continuing his studies in Biochemistry and Molecular

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Biology at the University of California, Davis. Pyae was also accepted at UCs Berkeley, San Diego and Santa Cruz; and CSUs San Jose and Sacramento.

“Personally, EOPS counseling, book grants, and calculator loan programs have been vital. Indeed, I would not be who I am today without EOPS support,” he acknowledged.

Article by Imelda Hermosillo. Photo by Pyae Sone.

### LEARNING DIFFERENCES DEMYSTIFIED



“Wee reed in vairee difrint waez frum hou wee see werdz” – Sam Barclay

The Disability Resource Center continued its celebration of Disability Awareness Month in October with Learning Differences Demystified, a tabling event in Building 6 on Tuesday and Wednesday. Students, faculty and staff were able to interact with learning disability (reading and math) simulations and experience how individuals with learning disabilities process information. DRC’s Learning Disability Specialist, Carol Newkirk, was on hand to answer questions about learning disabilities.



The Skyline College community also learned that having a learning disability is not a barrier to success. Quotes from successful individuals with dyslexia like Richard Branson, Charles Schwab, Magic Johnson, Erin Brockovich,

Keira Knightly, and Whoopi Goldberg were also on display. DRC’s Assistive Technology Specialist, Judy Lariviere, demonstrated iPad apps that promote student success, regardless of disability status. This event was a great opportunity for student, faculty, and staff to engage with DRC staff members and learn about the wide variety of services provided to students.

Article by Melissa Matthews. Photos by Claudia Paz.

### BETA THETA OMICRON (BOO) OFFICERS HIGHLIGHT ACCOMPLISHMENTS TO THE BOARD OF TRUSTEES



Beta Theta Omicron (BOO) officers made a presentation to the Board of Trustees at the October 22 meeting. Everyone present commented on the professionalism of the officers and the quality of their presentation. Involvement in Phi Theta Kappa encourages members to grow as scholars and servant-leaders. The officers highlighted accomplishments since the chapter was chartered in 1999 and reported on their current projects. The Skyline College BOO chapter has earned five-star status, the highest ranking awarded by Phi Theta Kappa, every year. This ranking required that Chapter officers submit written reports on their Honors in Action and College Projects.

The written reports are judged, and scores are ranked against the 1400 other chapters. Beta Theta Omicron is currently the highest ranked chapter in the Nevada/California Region and one of the 10 distinguished chapters in the world. BOO members have won nearly one million dollars in scholarships, and every year, two chapter members have earned the All-California Academic team scholarship.

The Honors in Action project must address a question in the annual Honors Study Topic, which involves academic research

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and a service project. The Chapter's 2014 winning Honors in Action project involved doing original scientific research on Cape Ivy, an invasive plant on the Skyline College campus. Members investigated both the effects and the biology of this plant – information that is not available in the literature. Members and non-members from a variety of majors were involved in mapping, field collecting, and laboratory research.

For the service component of the current Honors Study Topic, members are teaching senior citizens how to use their laptops, tablets, and smartphones. The current College Project is teaching science laboratories at local middle schools.

Since 2003, *USA Today* has sponsored a Case Study Challenge on the Honors Study Topic. Chapter members develop the essay, study questions and future implications to address an issue within the Honors Study Topic. Beta Theta Omicron has won the Case Study Challenge eight times.

Shown in the photo, from left: Christian Galang, Livius D, Jaimelynn Alvarez, Susan Wu, Aulani Saizon, Regina Stanback Stroud, Christine Case

Article by Christine Case. Photo by Sarah Perkins.

### THE SKYLINE VIEW WINS MULTIPLE AWARDS AT JOURNALISM CONFERENCE



Several current students clinched awards at the most recent Journalism Association of Community Colleges NorCal Conference held November 8 at CSU Sacramento.

*Skyline View* Editor in Chief Michelle Kelly and Features Editor Dave Newlands shared third place for news story for an article they wrote about the media policy last semester. Dave Newlands also picked up third place for photo illustration. Lea Naqishbendi, former TSV

features editor, snagged second place for online photo story while News Editor Jeanita Lyman won second place for on-the-spot copy editing.

The 11 students who attended from Skyline College spanned a range of journalism courses and took workshops from a variety of professionals in media. They learned more about entrepreneurial journalism, sports writing outside of game play, social media to spread content, and current media law. Ian Hill, of Sacramento's ABC News 10, gave the keynote. Joining Skyline College were community colleges from all over Northern California for the day-long conference.

Article and photo submitted by Nancy Kaplan-Biegel.

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#### EVENTS

##### **SIXTH ANNUAL PERFORMING ARTS SHOWCASE**

Saturday, November 22, 2014

7:30 p.m. - 9:30 p.m.

Building 1, Theater

##### **STUDENT DIGITAL ART EXHIBITION**

November 24 - December 12

Reception:

Wednesday, December 3, 2014

12:30 p.m. - 2:00 p.m.

Skyline College Art Gallery

##### **CULTURAL COMPETENCY - A CROSS RACE/GENDER CONVERSATION WITH LEE MUN WAH**

November 26, 2014

9:00 a.m. - 1:00 p.m.

Building 6, Room 6202

##### **VOCAL JAZZ ENSEMBLE AND JAZZ BAND**

Monday, December 1, 2014

7:30 p.m.

Building 1, Theater

##### **CONCERT BAND AND SYMPHONY ORCHESTRA**

Tuesday, December 2, 2014

7:30 p.m.

Building 1, Theater

##### **SKYLINE COLLEGE CONCERT CHOIR PRESENTS:**

##### **A Musical Feast for the Holidays**

Friday, December 5, 2014

7:30 p.m.

Building 1, Theater

##### **AN AFTERNOON OF MONOLOGUES, SCENES, AND MAYBE A SONG OR TWO**

Sunday, December 7, 2014

4:00 p.m.

Building 3, Dance Studio

##### **FALL DANCE SHOW**

Friday, December 12, 2014

2:00 p.m. - 4:00 p.m.

and

7:00 p.m. - 9:00 p.m.

Building 1, Theater

San Mateo County Community College District

November 24, 2014

**BOARD REPORT NO. 14-11-1C**

**¡ESO! (EXPANDING STUDENT OPPORTUNITIES) GRANT AND CAÑADA COLLEGE'S  
ROLE AS A HISPANIC SERVING INSTITUTION**

**There is no printed board report for this agenda item.**



**BOARD REPORT 14-11-1A**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and Employee Relations  
(650) 358-6883

**APPROVAL OF PERSONNEL ITEMS**

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

**A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT**

**Cañada College**

**Christopher Hartman** Interim Director of Disabled Student Programs and Services Student Services

New interim academic supervisory employment, effective February 1, 2015.

**Michelle Marquez** Vice President, Administrative Services Operations

New administrative employment, effective January 2, 2015.

**B. PUBLIC EMPLOYMENT**

**Cañada College**

**Megan Rodriguez** Director of Marketing, Communications and Public Relations President's Office

New full-time, 12-month classified supervisory (exempt) employment, effective November 5, 2014.

**College of San Mateo**

**Joseph Martinez** Learning Center Coordinator Academic Support & Learning Technologies

New full-time, 12-month classified employment, effective November 24, 2014.

**District Office**

**John Winchester** IT Support Technician II ITS

New full-time, 12-month classified employment, effective November 11, 2014.

**Skyline College**

**Joshua Harris** Theater Events Manager Social Science/Creative Arts

New full-time, 12-month classified employment, effective November 3, 2014.

**Zachary Traywick** Lead Groundskeeper Facilities

New full-time, 12-month classified employment, effective November 19, 2014.

**Cat Tram Nguyen** Staff Assistant Business/Industry Relations

New full-time, 12-month classified employment, effective November 3, 2014.

**Adrienne Villegas** CDC Aide III (Master Teacher) BEPP

New full-time, 10-months classified employment, effective October 27, 2014.

**C. REASSIGNMENT****Cañada College**

**Margarita Baez** Retention Specialist Counseling

Reassignment from a full-time, 12-month Division Assistant position (Grade 24 of Salary Schedule 60) into this full-time, 12-month position at Grade 24 of the same salary schedule, effective November 3, 2014.

**Jessica Boyle** Retention Specialist Counseling

Promoted through the hiring process from a 48%, 12-month Career Resources/Counseling Aide position (Grade 19 of Salary Schedule 60) into this full-time, 12-month position at Grade 24 of the same salary schedule, effective November 11, 2014.

**Michel Manneh** Instructional Aide II Athletics/Kinesiology & Dance/  
Library/Learning Center

Reassigned through the managed hiring process from a Program Services Coordinator position (Grade 27) at Skyline College into this temporary part-time (48%) position (Grade 22) on the Classified Salary Schedule (60), effective November 1, 2014.

**College of San Mateo**

**Luis Carranza** Supervisor of Custodial Operations Facilities

Promoted through the hiring process from a full-time, 12-month Lead Custodian position (Grade CC of Salary Schedule 70) into this full-time, 12-month position (Grade 189E of Salary Schedule 35), effective October 20, 2014.

**D. TRANSFER****College of San Mateo**

Annie Theodos

Division Assistant

Academic Support &amp; Learning Technologies

Transferred from a full-time, 12-month Division Assistant position (4C0361) into this full-time, 12-month position (4C0364), effective January 12, 2015.

**E. CHANGE IN STAFF ALLOCATION****College of San Mateo**

Recommend a change in staff allocation to add two (2) 48%, 12-month Laboratory Technician positions (Grade 26 of the Classified Salary Schedule 60) in the Creative Arts/Social Sciences Division, effective November 25, 2014. The positions will be assigned to Art (Photography) and Art (Ceramics).

**District Office**

1. Recommend creation of a new classification titled "Document Management Specialist (Funded by Measure H)" at Grade 22 of the Classified Salary Schedule (60). Also recommend a change in staff allocation to add one full-time, 12-month Document Management Specialist (Funded by Measure H) position in the Facilities, Planning, and Operations Division, effective November 25, 2014. The position is a temporary position funded by Measure H, effective November 25, 2014 through June 30, 2022 or expiration of Measure H funding.
2. Recommend creation of a new classification titled "Administrative Assistant (Funded by Measure H)" at Grade 27 of the Classified Salary Schedule (60). Also recommend a change in staff allocation to add one full-time, 12-month Administrative Assistant (Funded by Measure H) position in the Facilities, Planning, and Operations Division, effective November 25, 2014. The position is a temporary position funded by Measure H, effective November 25, 2014 through June 30, 2022 or expiration of Measure H funding.
3. Recommend creation of a new classification titled "Accounting Technician (Funded by Measure H)" at Grade 24A of the Classified Salary Schedule (60). Also recommend a change in staff allocation to add one full-time, 12-month Accounting Technician (Funded by Measure H) position in the Facilities, Planning, and Operations Division, effective November 25, 2014. The position is a temporary position funded by Measure H, effective November 25, 2014 through June 30, 2022 or expiration of Measure H funding.
4. Recommend creation of a new classification titled "Project Coordinator I (Funded by Measure H)" at Grade 30 of the Classified Salary Schedule (60). Also recommend a change in staff allocation to add two full-time, 12-month Project Coordinator II (Funded by Measure H) position in the Facilities, Planning, and Operations Division, effective November 25, 2014. The position is a temporary position funded by Measure H, effective November 25, 2014 through June 30, 2022 or expiration of Measure H funding.
5. Recommend creation of a new classification titled "Project Coordinator II (Funded by Measure H)" at Grade 38 of the Classified Salary Schedule (60). Also recommend a change in staff allocation to add one full-time, 12-month Project Coordinator II (Funded by Measure H) position in the Facilities, Planning, and Operations Division, effective November 25, 2014. The position is a temporary position funded by Measure H, effective November 25, 2014 through June 30, 2022 or expiration of Measure H funding.
6. Recommend creation of a new classification titled "Facilities Systems Manager" at Grade 210S of the Classified Professional Salary Schedule (40). Also recommend a change in staff allocation to add one full-time, 12-month Facilities Systems Manager position in the Facilities, Planning, and Operations Division, effective November 25, 2014.

7. Recommend creation of a new classification titled “Contracts Manager (Funded by Measure H)” at Grade 189E of the Academic/Classified Exempt Supervisory Salary Schedule (35). Also recommend a change in staff allocation to add one full-time, 12-month Contracts Manager (Funded by Measure H) position in the Facilities, Planning, and Operations Division, effective November 25, 2014. The position is a temporary position funded by Measure H, effective November 25, 2014 through June 30, 2022 or expiration of Measure H funding.
8. Recommend creation of a new classification titled “Project Manager I (Funded by Measure H)” at Grade 189E of the Academic/Classified Exempt Supervisory Salary Schedule (35). Also recommend a change in staff allocation to add two full-time, 12-month Project Manager I (Funded by Measure H) position in the Facilities, Planning, and Operations Division, effective November 25, 2014. The position is a temporary position funded by Measure H, effective November 25, 2014 through June 30, 2022 or expiration of Measure H funding.
9. Recommend creation of a new classification titled “Project Manager II (Funded by Measure H)” at Grade 191E of the Academic/Classified Exempt Supervisory Salary Schedule (35). Also recommend a change in staff allocation to add one full-time, 12-month Project Manager II (Funded by Measure H) position in the Facilities, Planning, and Operations Division, effective November 25, 2014. The position is a temporary position funded by Measure H, effective November 25, 2014 through June 30, 2022 or expiration of Measure H funding.
10. Recommend creation of a new classification titled “Director of Capital Projects (Funded by Measure H)” at Grade AE of the Management Salary Schedule (20). Also recommend a change in staff allocation to add one full-time, 12-month Director of Capital Projects (Funded by Measure H) position in the Facilities, Planning, and Operations Division, effective November 25, 2014. The position is a temporary position funded by Measure H, effective November 25, 2014 through June 30, 2022 or expiration of Measure H funding.
11. Recommend a change in staff allocation to increase one part-time Public Safety Officer position (1C0244) from 40% of full-time for 12 months per year to 100% of full-time for 12 months per year, effective November 25, 2014. Accordingly, recommend an increase in assignment for the incumbent, Concepcion Rodriguez.

#### **F. LEAVE OF ABSENCE**

##### **College of San Mateo**

**Julene Rhoan**

Admissions & Records Assistant II

Admissions & Records

Recommend approval of a family medical leave of absence without pay without benefits, effective October 27, 2014 through December 31, 2014.

#### **G. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION**

##### **1. Retirement**

##### **Cañada College**

**Regina Blok**

Director, Disabled Student Programs & Services

Student Services

Retiring effective January 30, 2015 with 14.5 years of service. Not eligible for District retiree benefits.

##### **Skyline College**

**Richard Escalambre**

Automotive Professor

Business/Industry Relations

Retiring effective June 1, 2015 with 31 years of service. Eligible for District retiree benefits.

**2. Resignation****Cañada College**

**Kurt Devlin** Women's Soccer Coach/Kinesiology Professor Athletics/Kinesiology & Dance/  
Library/Learning Center

Resigned effective October 15, 2014.

**Matthew Horsley** Public Safety Officer Public Safety

Resigned effective November 14, 2014.

**College of San Mateo**

**John Vehikite** Program Services Coordinator Counseling/EOPS

Resigned effective October 31, 2014.

**H. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS**

None

**I. SHORT-TERM, NON-CONTINUING POSITIONS**

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

<i>Location</i>	<i>Division/Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
Cañada	Planning, Research, and Institutional Effectiveness	1	01/05/2014	06/30/2015	<b>Office Assistant II:</b> Provide clerical assistance to the Dean of PRIE to include SLO reports, program review plans, program review related documents, and other planning related tasks.
Cañada	VPSS/Disability Resource Center	2	01/01/2015	06/30/2015	<b>Instructional Aide I:</b> Alternate media instructional assistant for Kurzweil software/zone editing. Provide required ADA academic accommodations (alternate text book and print format) for eligible students registered with the Disability Resource Center.
CSM	Academic Support & Learning Technologies	1	11/25/2014	06/30/2015	<b>Project Director:</b> Under direction of the Dean of Academic Support and Learning Technologies, this position is responsible for the development, coordination, and evaluation of the Project Change program.

Skyline	Marketing, Communications & Public Relations	1	01/01/2015	6/30/2015	<b>Office Assistant II:</b> Administrative support, including communicating across campus divisions to coordinate changes to college publications, the annual report to the community, and schedule of classes.
Skyline	Student Services/DRC	1	11/01/2014	06/30/2015	<b>Instructional Aide II:</b> Provide follow-up core clerical assistance services to DRC staff. Provide SSSP core services of orientation, assessment, counseling/advising and follow-up services as related to student services. Assist with entering and retrieving data using different software. Prepare activity reports. Provide support in planning various educational and cultural events.
Skyline	Creative Arts & Social Sciences/Paralegal	1	11/25/2014	06/30/2015	<b>Program Services Coordinator:</b> Internship development through communication with/to local legal employers; outreach and marketing for Paralegal Studies department, Paralegal Career Advancement Academy, Community Legal Clinic, and Paralegal Internship Program; Skyline College Paralegal Studies alumni outreach; event planning.

**BOARD REPORT NO. 14-11-2A**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources, 358-6883

**AMERICAN FEDERATION OF TEACHERS (AFT), LOCAL 1493  
INITIAL CONTRACT PROPOSAL TO THE DISTRICT**

The Board of Trustees is receiving a proposal from AFT, Local 1493 as required by the Educational Employment Relations Act. The proposals are attached to this report.

Staff submits the initial proposal to the Board before holding a public hearing on the AFT proposals as required by the Educational Employment Relations Act.

**RECOMMENDATION**

It is recommended that the Board accept AFT's initial proposal and hold a public hearing of the proposals at the next regularly scheduled Board meeting.

AFT Proposal  
10/9/14

1. Increase the medical cap by \$100 for single (to \$804 per month), \$150 for 2-party (to \$1177 per month) and \$200 for family (to \$1534 per month) effective January 1, 2015.
2. Increase medical stipend for part-timers from \$600 each six months to \$1,800 each six months effective 1/1/15.
3. Add the following language on class assignment to the contract:

Before teaching schedules are assigned, each faculty member shall be provided an opportunity to present in writing the Faculty Member's schedule preferences with regard to courses to be taught, day and evening classes (minimization of time period between the Instructor's first and last class each day and maximization of the time period between the end of the Instructor's last class one day and the beginning of the Instructor's first class the following day), off-campus classes, number of different course preparations, maximum consecutive hours of lecture/laboratory hours, the desire for overload, and room preferences.

The administrator shall not arbitrarily disregard the Faculty Member's preferences. When the work assignment for each teaching faculty member is prepared, primary consideration will be given to the preferences, qualifications, seniority, experience and job performance of the faculty member. At the request of the affected faculty member(s), the administrator will put in writing the reasons for denying the preference, and forward the response to the affected faculty member(s) and a copy to the Union. If the faculty member, after discussing the schedule with his/her administrator, is not satisfied, he/she may appeal to the appropriate Vice President.

The assignment for a regular teaching faculty member shall be limited to a maximum of three (3) different preparations during any semester unless the faculty employee agrees to accept additional preparations or additional preparations are needed to complete the employee's full annual load. Laboratories that are part of a lecture course and are delivered separately from the lecture course constitute a different preparation than the lecture course.

4. Language on Part-time issues will be forthcoming.



**BOARD REPORT NO. 14-11-1CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Lily C. Lau, Director of Community Education  
Community Education, 574-6179

**APPROVAL OF COMMUNITY SERVICES CLASSES, SPRING/SUMMER 2015  
CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

Listed below are the planned self-supporting Community Services offerings at Cañada College, College of San Mateo and Skyline College for Spring/Summer 2015. Classes in the Community Services program are identified and delivered based on community interest, instructor expertise and schedules, and available college facilities. The Community Services schedule is grouped by Community Services classes on campus and off-site, Emeritus Institute, and on-line offerings.

**New Programs**

**Cañada College**

None

**College of San Mateo**

American Sign Language – Beginning Conversation  
An Intriguing Guide to California Wines  
Become a Savvy Negotiator  
Beginning Music Reading for Instruments and Voice  
Country Line Dance for Intermediate (2 sessions)  
Fresh Spring Floral Arrangement  
Fun Soapmaking from Scratch  
Human Resources Management: The Basics  
Money Talk for Couples  
Navigating Your Way through the Money Issues in the Divorce Process  
One-Stroke Decorative Arts Painting  
Sleep . . . Don't Count Sheep!  
The Art of Brewing and Drinking Tea  
Using Essential Oils to Promote Your Well-Being  
Vibrant Acrylic Painting

**Skyline College**

None

**Off Campus**

Advanced Cake Decorating with Fondant and Marzipan (Kathy's Kreative Kakes, San Mateo)  
Fun Cake Pops and Cupcake Decorating (Kathy's Kreative Kakes, San Mateo)  
Peninsula Parks & Trail (Field Trips - Wildflower Trails at Almaden Quicksilver County Park, Portola Valley  
and at Santa Teresa County Park and Mountain Adventures at La Honda Creek)

**Emeritus**

None

**Continuing Programs**

**Cañada College**

Notary Public Workshop and Exam  
Passport to Retirement: Your "How to" Guide for Financial Success

**College of San Mateo**

25 Hot Home-25 Hot Home-Based Businesses to Start for less than \$1,000  
Acting for Commercials  
American Sign Language – Beginning  
An Enchanting Evening with Leonardo da Vinci  
Astronomy - Fascinating Skies of Spring  
Become an Auto Dealer  
Beginning Microsoft Word  
Beginning MS Excel  
Chinese Brush Painting  
Computer Basics  
Confident Communication Skills  
Conversational Chinese  
Conversational Japanese  
Country Line Dance for Beginners (2 sessions)  
Dog Obedience Classes - All Levels (ongoing)  
Drawing in Color (2 sessions)  
Easy Pencil Sketching (2 sessions)  
Enjoying Fine European Wines  
Estate Planning 101  
Exciting Animation Voiceovers  
Fencing - Fitness with a Sword (2 sessions)  
Financial Strategies for Successful Retirement  
Food Handling Test Preparation Certification & Exam for Managers  
French I  
French II  
Fun with Guitar I  
Fun with Guitar II  
Getting More from Your Digital Camera  
Getting Started in Digital Photography  
Graceful Hawaiian Hula I (2 sessions)  
Graceful Hawaiian Hula II (2 sessions)  
Green, Drought-Tolerant Gardening

Homebuying 101  
How to Get What You Want with Soft Power  
How to Handle Difficult People Successfully  
How to Start Your Own Business  
Importing as a Small Business  
Improve Your Social E.Q.  
Instant Italian II!  
Instant Italian!  
Instant Piano for Hopelessly Busy People  
Intermediate Tai Chi and Applications (3 sessions)  
iPhones, iPads, and I'm Lost!©  
Kitchen and Bath Remodel/Design  
Landscape Design for the Homeowner  
Learn to Play Guitar in a Day!  
Learn to Sell on eBay for Fun and Profit  
Let's Make Sushi  
Magic Flutes, Flute Orchestra  
Motorcycle Safety Training (Ongoing)  
MS Excel - Beyond the Basics  
Notary Loan Signing and Certification  
Notary Public Workshop and Exam  
Oil Painting  
Passport to Retirement: Your "How to" Guide for Financial Success  
Peninsula Photography Field Trips  
Personal Fitness Trainer Certification  
Pharmacy Technician Program  
QuickBooks Basics  
SAT Preparation  
Secrets of a Super Memory  
Secrets of Home Interior Decorating  
Sell Your Stuff on Facebook, Craigslist, Amazon, Etsy and Other Non-eBay Sites  
Sensational Salsa Dancing  
Spanish - Intermediate  
Spanish for Beginners  
Sports Nutrition Consultant Certification  
Staging a Home for Sale  
Street Smart Self-Defense  
Successful Communication Skills for Introverts  
Tai Chi for Fitness and Well-Being - Beginners (3 sessions)  
Trade Introduction Program  
Ukulele - Fun and Easy I (2 sessions)  
Ukulele - Fun and Easy II  
Watercolor Painting  
You Can Sew!

### **Skyline College**

Financial Strategies for Successful Retirement

**Off Campus**

Basic Cake Decorating (Kathy's Kreative Kakes, San Mateo)

Basic Fondant Cake Decorating (Kathy's Kreative Kakes, San Mateo)

**Emeritus**

Jazz from the Hill (two sessions)

**Online Classes**

**New Classes**

Advanced Microsoft Excel 2013

Certificate in Brain Health

Certificate in Starting Your Own Business in Health and Healing

Common Core Standards for English Language Arts K-5

Explore a Career in Nursing

Happy and Healthy Pregnancy

Intermediate Microsoft Access 2013

Introduction to Camtasia Studio 8

Introduction to Final Cut Pro X

Introduction to Microsoft Access 2013

Introduction to Microsoft Excel 2013

Jump-Start Your Career with LinkedIn

Performing Payroll in QuickBooks 2014

Photoshop CC for the Digital Photographer I, II

Photoshop Elements 12 for the Digital Photographer I, II

Spanish for Medical Professionals II

Teaching High School Students

Understanding the Cloud

What's New in Microsoft Office 2013

**Continuing Classes**

A to Z Grant Writing

A Writer's Guide to Descriptive Settings

Accounting Fundamentals I, II

Achieving Success with Difficult People

Achieving Top Search Engine Positions

Administrative Assistant Applications

Administrative Assistant Fundamentals

Administrative Dental Assistant

Administrative Medical Specialist with Medical Billing and Coding

Administrative Professional with Microsoft Office

Advanced Coding for the Physician's Office

Advanced CSS3 and HTML5

Advanced Fiction Writing

Advanced Grant Proposal Writing

Advanced Hospital Coding and CCS Prep

Advanced Microsoft Excel 2010

Advanced PC Security

Advanced Personal Fitness Trainer

Advanced Web Pages

Ajax Programming  
An Introduction to Teaching ESL/EFL  
Android Application Developer  
Assisting Aging Parents  
AutoCAD  
Become a Physical Therapy Aide  
Become a Veterinary Assistant I, II, III  
Become an Optical Assistant  
Becoming a Grant Writing Consultant  
Beginner's Guide to Getting Published  
Beginning Conversational French  
Beginning Writer's Workshop  
Biofuel Production Operations  
Blogging and Podcasting for Beginners  
Building Analyst Quick Start  
Building Teams That Work  
Business and Marketing Writing  
Business Finance for Non-Finance Personnel  
Carpentry  
Certificate in Complementary and Alternative Medicine  
Certificate in End of Life Care  
Certificate in Food, Nutrition, and Health  
Certificate in Gerontology  
Certificate in Growth and Development Through the Lifespan  
Certificate in Healthy Aging  
Certificate in Holistic and Integrative Health  
Certificate in Integrative Mental Health  
Certificate in Issues in Oxygenation  
Certificate in Meditation  
Certificate in Pain Assessment and Management  
Certificate in Perinatal Issues  
Certificate in Spirituality, Health, and Healing  
Certificate in Stress Management  
Certified Alternative Dispute Resolution Specialist  
Certified Bookkeeper  
Certified Global Business Professional  
Certified Green Supply Chain Professional  
Certified Indoor Air Quality Manager  
Certified Mediator  
Certified National Pharmaceutical Representative  
Certified Personal Trainer  
Certified Protection Officer  
Certified Residential Interior Designer  
Certified Wedding Planner  
Chartered Tax Professional  
Child Development Associate Training  
Cisco® CCNA® Certification Training  
Clinical Dental Assistant  
Clinical Medical Assistant  
CompTIA™ A+ Certification Training  
Computer Skills for the Workplace  
Conversational Japanese

Creating a Classroom Web Site  
Creating a Successful Business Plan  
Creating Classroom Centers  
Creating jQuery Mobile Websites with Dreamweaver  
Creating Mobile Apps with HTML5  
Creating the Inclusive Classroom: Strategies for Success  
Creating Web Pages  
Creating WordPress Websites  
Designing Effective Websites  
Differentiated Instruction in the Classroom  
Digital Analytics and Conversion  
Digital Arts Certificate  
Discover Digital Photography  
Distribution and Logistics Management  
Drawing for the Absolute Beginner  
Easy English 1, 2, 3  
Effective Business Writing  
Effective Selling  
EKG Technician Program  
Emergency Management Training for First Responders  
Employment Law Fundamentals  
Empowering Students with Disabilities  
Enhancing Language Development in Childhood  
Entrepreneurship: Start-Up and Business Owner Management  
Event Management and Design  
Explore a Career as a Paralegal  
Explore a Career as a Pharmacy Technician  
Explore a Career as an Administrative Medical Assistant  
Explore a Career in Medical Coding  
Explore a Career in Medical Transcription  
Explore a Career in Medical Writing  
Fitness Business Management  
Food and Customer Service Skills Training  
Forensic Computer Examiner  
Freight Broker/Agent Training  
Fundamentals of Supervision and Management  
Fundamentals of Technical Writing  
Genealogy Basics  
Get Assertive!  
Get Funny!  
Get Grants!  
Get Paid to Travel  
GMAT Preparation  
Grammar for ESL  
Grammar Refresher  
Grant Writing  
Graphic Design with Photoshop  
GRE Preparation  
Growing Plants for Fun and Profit  
Guided Reading and Writing  
Handling Medical Emergencies  
Help Desk Analyst: Tier 1 Support Specialist

Help for the Helpdesk  
High Speed Project Management  
HIPAA Compliance  
Home Inspection Certificate  
Homeschool with Success  
How to Get Started in Game Development  
How to Make Money from Your Writing  
Human Anatomy and Physiology  
Human Resources Professional  
HVAC Technician  
ICD-10 Medical Coding  
Individual Excellence  
Instant Italian!  
Integrating Technology in the Classroom  
Intermediate C# Programming  
Intermediate CSS3 and XHTML5  
Intermediate Dreamweaver CS6  
Intermediate Flash CS6  
Intermediate Java Programming  
Intermediate Microsoft Access 2010  
Intermediate Microsoft Excel 2010, 2013  
Intermediate Microsoft Word 2010  
Intermediate Networking  
Intermediate Oracle  
Intermediate Photoshop CS6  
Intermediate PHP and MySQL  
Intermediate QuickBooks 2012, 2013, 2014  
Intermediate SQL  
Intermediate Visual Basic  
Interpersonal Communication  
Introduction to Adobe Acrobat  
Introduction to Adobe Edge Animate  
Introduction to Ajax Programming  
Introduction to Algebra  
Introduction to ASP.NET  
Introduction to Biology  
Introduction to Business Analysis  
Introduction to C++ Programming  
Introduction to Chemistry  
Introduction to Criminal Law  
Introduction to CSS3 and XHTML5  
Introduction to Database Development  
Introduction to Digital Scrapbooking  
Introduction to Final Cut Pro X  
Introduction to Google Analytics  
Introduction to Guitar  
Introduction to Illustrator  
Introduction to InDesign CC  
Introduction to InDesign CS6  
Introduction to Interior Design  
Introduction to Internet Writing Markets  
Introduction to Java Programming

Introduction to JavaScript  
Introduction to Journaling  
Introduction to Lightroom 4, 5  
Introduction to LinkedIn Career Networking  
Introduction to Microsoft Access 2010  
Introduction to Microsoft Excel 2010  
Introduction to Microsoft Outlook 2010, 2013  
Introduction to Microsoft PowerPoint 2010, 2013  
Introduction to Microsoft Project 2010, 2013  
Introduction to Microsoft Publisher 2013  
Introduction to Microsoft Word 2010  
Introduction to Microsoft Word 2011 for Mac  
Introduction to Natural Health and Healing  
Introduction to Networking  
Introduction to Nonprofit Management  
Introduction to Oracle  
Introduction to PC Security  
Introduction to PC Troubleshooting  
Introduction to Photoshop CC  
Introduction to Photoshop CS6  
Introduction to PHP and MySQL  
Introduction to Programming  
Introduction to Python 2.5 & 3Programming  
Introduction to QuickBooks 2014  
Introduction to Screenwriting  
Introduction to SQL  
Introduction to Statistics  
Introduction to Stock Options  
Introduction to Visual Basic  
Introduction to Windows 7 & 8  
Keyboarding  
Keys to Effective Communication  
Keys to Successful Money Management  
Leadership  
Lean Mastery  
Learn to Buy and Sell on eBay  
Legal Nurse Consulting  
Legal Secretary  
Listen to Your Heart, and Success Will Follow  
Lose Weight and Keep It Off  
LSAT Preparation  
Luscious, Low-Fat, Lightning-Quick Meals  
Mac, iPhone, and iPad Programming  
Management for IT Professionals  
Management Training  
Managing Life as a Single Parent  
Manufacturing Applications  
Manufacturing Fundamentals  
Marketing Design Certificate  
Marketing Your Business on the Internet  
Marketing Your Nonprofit  
Marriage and Relationships: Keys to Success



Mastering Public Speaking  
Mastering Your Digital SLR Camera  
Mastery of Business Fundamentals  
Math Refresher  
Medical Billing and Coding  
Medical Math  
Medical Terminology: A Word Association Approach  
Medical Transcription  
Merrill Ream Speed Reading  
Microsoft Excel 2013 Certification Training  
Microsoft Office Specialist  
Microsoft Outlook  
Microsoft PowerPoint  
Microsoft PowerPoint 2013 in the Classroom  
Microsoft Project  
Microsoft SharePoint 2010, 2013 Certification Training  
Microsoft Windows Vista  
Microsoft Word  
Mobile and Desktop Web Developer  
Mobile Web Developer  
Multimedia Arts Certificate  
Music Made Easy  
Mystery Writing  
Navigating Divorce  
Nonprofit Fundraising Essentials  
Non-Profit Management  
Nutrition for Optimal Health, Wellness, and Sports  
Oil Refinery Operations  
Optician Certification Training  
Optimal Healing Environments  
Paid Search Professional with OMCP® Certification  
Paralegal  
Pay-Per-Click Marketing  
Payroll Practice and Management  
Performing Comprehensive Building Assessments  
Performing Payroll in QuickBooks  
Personal Finance  
Personal Fitness Trainer  
Pharmacy Technician Program  
Photographing Nature with Your Digital Camera  
Photographing People with Your Digital Camera  
Photoshop Creative Cloud for the Digital Photographer  
Photoshop CS6 for the Digital Photographer  
Photoshop Elements  
Physical Therapy Aide  
PMP Certification Prep 1 and 2  
Power Plant Operations  
Practical Ideas for the Adult ESL/EFL Classroom  
Praxis I Preparation  
Prepare for the GED Test  
Principles of Green Buildings  
Professional Interpreter

Professional Sales Skills  
Professional with OMCP® Certification  
Project Management  
Publish and Sell Your E-Books  
Purchasing and Supply Chain Management  
Purchasing Fundamentals  
QuickBooks 2014 for Contractors  
Ready, Set, Read!  
Real Estate Law  
Records Management Certificate  
Research Methods for Writers  
Response to Intervention: Reading Strategies That Work  
Resume Writing Workshop  
Retail Customer Service Skills Training  
Romance Writing  
SAT/ACT Preparation  
Screenwriting for Film and Television  
Search Engine Marketing & Optimization  
Search Marketing Professional with OMCP® Certification  
Secrets of Better Photography  
Secrets of the Caterer  
Senior Certified Sustainability Professional  
Singapore Math Strategies  
Six Sigma  
Skills for Making Great Decisions  
Small Business Marketing on a Shoestring  
Social Media and Mobile Marketing  
Solar Power Professional  
Solving Classroom Discipline Problems  
Spanish for Law Enforcement Professionals  
Spanish for Medical Professionals  
Spanish in the Classroom  
Speed Spanish I, II, III  
Start a Pet Sitting Business  
Start and Operate Your Own Home-Based Business  
Start Your Own Arts and Crafts Business  
Start Your Own Edible Garden  
Start Your Own Gift Basket Business  
Start Your Own Small Business  
Starting a Consulting Practice  
Starting a Nonprofit  
Stocks, Bonds, and Investing: Oh, My!  
Supply Chain Management Fundamentals  
Survival Kit for New Teachers  
Systems Security Certified Practitioner Training  
Teaching Adult Learners  
Teaching ESL/EFL Grammar/Reading  
Teaching Math: Grades 4-6  
Teaching Preschool: A Year of Inspiring Lessons  
Teaching Science: Grades 4-6  
Teaching Smarter With SMART Boards  
Teaching Students with Autism: Strategies for Success

Teaching Students with Learning Disabilities  
Technical Writing  
The Analysis and Valuation of Stocks  
The Craft of Magazine Writing  
The Creative Classroom  
The Differentiated Instruction and Response to Intervention Connection  
The Keys to Effective Editing  
Total Quality Fundamentals  
Travel Agent Training  
Travel Photography for the Digital Photographer  
Travel Writing  
Twelve Steps to a Successful Job Search  
Understanding Adolescents  
Understanding the Human Resources Function  
Using Social Media in Business  
Using the Internet in the Classroom  
Veterinary Assistant  
Video Game Design and Development  
Web 2.0: Blogs, Wikis, and Podcasts  
Web Applications Developer  
Web Design Professional  
Webmaster  
Where Does All My Money Go?  
Wind Energy Professional  
Wireless Networking  
Workers' Compensation  
Wow, What a Great Event!  
Write and Publish Your Nonfiction Book  
Write Effective Web Content  
Writing Effective Grant Proposals  
Writing Essentials  
Writing for Children  
Writing for ESL

### **RECOMMENDATION**

It is recommended that the Board of Trustees approve the Community Services classes to be offered for spring/summer 2015 at Cañada College, College of San Mateo and Skyline College as well as off-campus locations.

**BOARD REPORT NO. 14-11-2CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Jing Luan, Ph.D., Vice Chancellor, Educational Services and Planning, 358-6880

**CURRICULAR ADDITIONS AND MODIFICATIONS  
CAÑADA COLLEGE, COLLEGE OF SAN MATEO, AND SKYLINE COLLEGE**

The addition of nine courses to the Cañada College, College of San Mateo, and Skyline College catalogs is proposed at this time, and thirty-five courses have been modified. Additionally, two courses are proposed to be offered in the distance education mode. The addition of two Associate Degrees for Transfer and three certificates is also proposed.

Each of the proposed courses and programs has been reviewed by the appropriate Division Dean and approved by the College Curriculum Committee, acting on behalf of the local Academic Senate. In addition, the Academic Senate Presidents provide oversight with respect to the necessary role of the local Senates in the review and approval process. The rigor of the approval process assures that each new course has substance and integrity in relation to its discipline and that it fills a clear student need not being served by existing course offerings.

**RECOMMENDATION**

It is recommended that the Board approve the attached curricular changes for the Cañada College, College of San Mateo, and Skyline College catalogs.

San Mateo County Community College District

November 24, 2014

PREPARED BY: Gregory Anderson, Vice President, Instruction  
Cañada College

APPROVED BY: Danielle Behonick, Curriculum Committee Chair  
Cañada College

Douglas Hirzel, Academic Senate President  
Cañada College

Lawrence Buckley, President  
Cañada College

## **PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE**

### **COURSE DESCRIPTIONS AND JUSTIFICATIONS**

#### **ART**

116 THE ART OF GREAT BRITAIN (3.0) (day or evening)

Justification: This course is a selective requirement for the new Art History Certificate of Achievement. ART 116, The Art of Great Britain adds coverage of an important aspect of European art history. Great Britain is one of the richest sources of world art, and the foundation of western culture.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: A cultural and historic survey of British art and architecture from Prehistory to the 19th century. Topics include megalithic structures of the Stone Age, Celtic and Roman Britain, medieval monasteries and manuscripts, castles, cathedrals, Shakespeare's England, historic houses, the Enlightenment, the English landscape movement, Jane Austen's England, the Golden Age of British painting, and Romanticism.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

#### **MATHEMATICS**

680CA FAST TRACK TO CALCULUS (6.0) (day or evening)

Justification: This course is part of our ongoing effort to accelerate students through the math sequence successfully, particularly for students who need to take engineering calculus. This accelerated class is equivalent to our trigonometry and pre-calculus courses and allows students to complete two semesters of math in one semester.

Prerequisite: MATH 120, or MATH 123 or appropriate score on the District math placement test and other measures as appropriate.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Equivalent to MATH 130 and 222. This accelerated course combines the topics of Trigonometry and Pre-Calculus and is designed to fulfill the requirements of both courses in a single course. Topics include a study of functions, function families, their properties and transformations, compositions, inverses and combinations, complex numbers, and vectors. Function families include linear, trigonometric, logarithmic, exponential, polynomial, power, and rational. Multiple representations of functions are emphasized.

Classification: AA/AS Degree; CSU transferable.

## **PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – CAÑADA COLLEGE**

### **CAREER AND PERSONAL DEVELOPMENT**

430 Career Assessment

## **PROPOSED PROGRAM ADDITIONS – CAÑADA COLLEGE**

Cañada College proposes to offer a Certificate of Achievement, and an Associate Degree for Transfer in the following programs:

### **ART**

**Art History – Certificate of Achievement – (18 units)**

### **SPANISH**

**Spanish – Associate in Arts Degree for Transfer – 18-21 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for Transfer**

San Mateo County Community College District

November 24, 2014

PREPARED BY: Sandra Stefani Comerford, Vice President, Instruction  
College of San Mateo

APPROVED BY: Teresa Morris, Chair, Curriculum Committee  
College of San Mateo

David Laderman, President, Academic Senate  
College of San Mateo

Michael Claire, President  
College of San Mateo

### **PROPOSED CURRICULAR MODIFICATION – COLLEGE OF SAN MATEO**

#### **ANTHROPOLOGY**

110 Cultural Anthropology

### **PROPOSED PROGRAM ADDITION – COLLEGE OF SAN MATEO**

College of San Mateo proposes to offer an Associate Degree for Transfer in the following program:

#### **ART HISTORY**

**Art History – Associate in Arts Degree for Transfer** - (21 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

San Mateo County Community College District

November 24, 2014

PREPARED BY: Sarah F. Perkins, Vice President, Instruction  
Skyline College

APPROVED BY: Dennis Wolbers, Curriculum Committee Chair  
Skyline College

Kathryn Browne, Academic Senate President  
Skyline College

Regina Stanback Stroud, President  
Skyline College

## **PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE**

### COURSE DESCRIPTIONS AND JUSTIFICATIONS

#### **ART**

118 ARTS OF AFRICA AND THE AFRICAN DIASPORA (3.0) (day or evening; and/or distance education)

Justification: This course meets the needs for the developing African Diaspora Studies program at Skyline College.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Survey of the arts in Africa, their cultural context, spirit and history from prehistoric to contemporary and their impact on the African diaspora.

Classification: AA/AS Degree; CSU transferable.

432 DIGITAL IMAGING II: ADVANCED PHOTOSHOP (3.0) (day or evening)

Justification: This course is an essential part of the digital arts curriculum and will be able to be integrated into several future certificates. It ensures currency of the Art program and Art major by coupling the use of technology with art. The course will allow students to learn intermediate and advanced techniques using raster art software. It is an essential course for students entering the career fields of art, graphic design, web design, user interface design, and user experience design.

Prerequisite: ART 431, or equivalent.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: This project-based course will expand on the tools and techniques necessary to further explore the image making process using raster based software such as Adobe Photoshop. Students



develop strategies for content development, visual cohesiveness, and graphic production techniques. Topics include design, layout, typography, color principles, and project preparation for print, web, and animation.

Classification: AA/AS Degree; CSU transferable.

## **GEOGRAPHY**

106 WEATHER AND CLIMATE (4.0) (day or evening)

Justification: This course enhances both the Geology and Geography offerings and fills a gap in the current curriculum. This course provides an additional General Education Physical Science lecture/lab course that can be offered both face-to-face and online.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Introduction to the study of Earth's atmosphere as a system, with an emphasis on the physical processes that change our atmosphere in the short term and throughout Earth's history. Topics include: atmospheric structure and composition, energy balances, seasonal changes, atmospheric moisture, storm systems, climate and climate change. Also listed as GEOL 106.

Classification: AA/AS Degree; CSU transferable.

## **GEOLOGY**

106 WEATHER AND CLIMATE (4.0) (day or evening)

Justification: This course enhances both the Geology and Geography offerings and fills a gap in the current curriculum. This course provides an additional General Education Physical Science lecture/lab course that can be offered both face-to-face and online.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Introduction to the study of Earth's atmosphere as a system, with an emphasis on the physical processes that change our atmosphere in the short term and throughout Earth's history. Topics include: atmospheric structure and composition, energy balances, seasonal changes, atmospheric moisture, storm systems, climate and climate change. Also listed as GEOG 106.

Classification: AA/AS Degree; CSU transferable.

## **HISTORY**

265 AMERICAN BUSINESS AND LABOR (3.0) (day or evening)

Justification: A course in American Business and Labor History will provide students with an understanding of the interplay often overlooked in solely business or labor history courses. There is currently no such course within the San Mateo County Community College District. Students taking this

course will use a variety of disciplines including history, business, and economics to learn about the topic from multiple perspectives. The content and layout of the course is intended to foster critical thinking through analysis of primary and secondary documents.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100, or equivalent.

Description: Examines the interplay of business and labor throughout American History. Explores the role of each in shaping America politically and socially, as well as internationally in order to better understand business and labor today.

Classification: AA/AS Degree; CSU transferable.

## **KINESIOLOGY**

305 HEALTH-RELATED FITNESS AND WELLNESS (3.0) (day or evening)

Justification: This course is intended to apply to the Physical Education and Interdisciplinary Studies (Health and Physical Education emphasis) degrees as an elective. The course is a lower division requirement for the Kinesiology degree at San Francisco State University (previously KIN 300, now KIN 255), which is heavily impacted at SFSU as a result of budget constraints. Kinesiology is intended to apply to CSU GE Area E1 and Skyline GE Area E1.

Prerequisite: None.

Recommended Preparation: Concurrent enrollment in any Skyline College fitness-related activity course.

Description: Teaches students to understand the need and assume the responsibility for maintaining a healthful lifestyle. Explores the role that regular exercise, healthy eating habits, and stress management play in the maintenance of health-related fitness and wellness over the lifespan. *Note: This course is not activity-based and is not applicable to the specific area requirement in Physical Education for the Associate Degree.*

Classification: AA/AS Degree; CSU transferable.

## **WELLNESS**

740 CONSCIOUS EATING: A SUSTAINABLE APPROACH TO HEALTH AND HEALING (3.0) (day or evening)

Justification: Will provide hours/credits for an advanced level certification in Massage Therapy that is currently in development.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Explores the connection between our health and eating from various cultural perspectives. Demystifies food used for healing from global medicinal perspectives comparing similarities and differences. Encompasses dynamic relationships between the food we eat, our consciousness, attitudes,

and the environment in which we live and how it relates to our health. Provides greater clarity and more informed choices promoting a sustainable approach to health and healing.

Classification: AA/AS Degree; Certificate; not transferable.

### **PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE**

#### **ART**

118 Arts of Africa and the African Diaspora

### **PROPOSED CURRICULAR MODIFICATIONS – SKYLINE COLLEGE**

#### **ART**

207 Life Drawing  
 221 Painting I  
 351 Black and White Photography I  
 431 Raster Image Design I  
 435 Vector Image Design I

### **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

830 English for Speakers of Other Languages III  
 840 English for Speakers of Other Languages IV

#### **GEOLOGY**

100 Survey of Geology  
 105 Environmental Earth Science  
 210 General Geology

#### **MUSIC**

301 Piano I  
 302 Piano II  
 303 Piano III  
 304 Piano IV  
 355 Violin/Viola I  
 356 Violin/Viola II  
 357 Violin/Viola III  
 358 Violin/Viola IV  
 377 Guitar I  
 378 Guitar II  
 379 Guitar III  
 380 Guitar IV  
 401 Voice I  
 402 Voice II  
 403 Voice III  
 404 Voice IV

**PHYSICS**

- 105 Conceptual Physics
- 106 Conceptual Physics Laboratory
- 210 General Physics I
- 211 General Physics I – Calculus Supplement
- 220 General Physics II
- 221 General Physics II – Calculus Supplement
- 250 Physics with Calculus I

**RESPIRATORY THERAPY**

- 450 Respiratory Diseases II

**PROPOSED PROGRAM ADDITIONS – SKYLINE COLLEGE**

Skyline College proposes to offer Skills Certificates (fewer than 12 units) in the following program:

**ENERGY SYSTEMS TECHNOLOGY MANAGEMENT**

- Residential Energy Assessment and Retrofitting – Skills Certificate (8 units)
- Solar Design, Estimation, Finance and Sales – Skills Certificate (6 units)

**BOARD REPORT NO. 14-11-1B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Sarah Perkins, Vice President of Instruction, Skyline College, 738-4321

**PARTICIPATION OF SKYLINE COLLEGE'S RESPIRATORY THERAPY PROGRAM IN THE CALIFORNIA COMMUNITY COLLEGE BACCALAUREATE DEGREE PILOT PROGRAM**

The District has long been active in the effort to make it easier for residents to attain a baccalaureate degree, starting in 2001 when the District received a \$1M grant (AB 493) to start the University Center at Cañada College. In 2009, the District sponsored, and Assembly Member Lou Papan carried, a bill that would have established the SMCCCD Baccalaureate Partnership Program to encourage four-year institutions to work with us on offering BA degree programs on our campuses. In 2010, the District sponsored, and Assembly Member Jerry Hill carried, AB 2400 that would have allowed Grossmont-Cuyamaca, San Diego and our District to offer baccalaureate degrees in a limited number of fields, in an eight-year pilot program. That bill did not pass. It was reintroduced in 2011 and, again, it did not pass. In each of these efforts, District staff traveled to Sacramento to testify in favor of the bills before various committees. District staff have also been active in the Community College Baccalaureate Association (BACC), a national organization that promotes and supports community colleges that offer baccalaureate programs.

The California State Legislature passed a bill, approved by Governor Brown, in September of this year establishing a statewide baccalaureate degree pilot program allowing up to 15 community college districts to offer no more than one baccalaureate degree. Programs proposed cannot already be offered in either the California State University (CSU) or the University of California (UC) systems.

The profession of Respiratory Care began more than a half a century ago and the workforce has evolved from an on-the-job trained workforce to a college educated and licensed profession. In this era, Respiratory Care Practitioners are expected to assess and quantify their patients' conditions while appropriately applying algorithmic protocols in the provision of respiratory care. Critical thinking, decision-making, and competence to perform these responsibilities are demanded of practitioners at an advanced level. Rapidly changing technology has increased expectations for the profession, and both the national and state professional organizations representing respiratory therapy programs have advised that education at the baccalaureate level will be needed for today's respiratory therapists. The attainment of a baccalaureate degree is crucial, not only to the overall development of Respiratory Care practitioners, but also to their acquisition of professional competencies.

Skyline College's Respiratory Therapy Program is positioned well to participate in the pilot program in consideration of the following:

- The program is well established in the District, serving students since 1971, and is seen as a model program in the Bay Area and across the state.
- The program exceeds threshold outcomes as required by the Committee on Accreditation for Respiratory Care (CoARC). Program graduates are well respected and job placement and employer satisfaction is high.

- Currently there are 53 accredited baccalaureate degree granting Respiratory Therapy Programs situated on the East Coast and Midwest with only 6 programs situated in the Western United States—only one of which is in California.
- There are currently no Respiratory Therapy Programs offered at the California State University (CSU) or the University of California (UC) systems. The one program in California is in Southern California at Loma Linda University, a private institution. This program is offered at a substantial cost.
- There is support from both the national and state professional organizations to adopt the baccalaureate degree as the minimum education standard for the profession.
- The primary difference between the associate and baccalaureate degrees in Respiratory Therapy is the total number of units required and upper division general education; CoARC Accreditation standards require that the curriculum deliver the same content regardless of whether it leads to an associate or a bachelor's degree.
- Skyline College will be able to build upon initial work that includes developing curriculum, collaborating with CoARC, forming an institution wide team to develop and execute the pilot if accepted, and gathering demand data from the Bay Area Community College Consortium, state and national professional organizations.

The baccalaureate pilot degree participation is supported by Skyline College's Academic Senate, the program's advisory board, regional employers, and its state professional organization, the California Society for Respiratory Care (CSRC). Supporting documents are attached to this report.

## **RECOMMENDATION**

It is recommended that the Board submit Skyline College's Respiratory Therapy Program for inclusion in the California Community College Baccalaureate Degree Pilot Program's competitive application process.



## Skyline College Academic Senate

### **Resolution Supporting the Participation of the Skyline College Respiratory Therapy Program in the California Community College Pilot Baccalaureate Degree Program**

WHEREAS, The granting of baccalaureate degrees at community colleges is a growing movement nationwide; and

WHEREAS, Senate Bill 850 authorizes up to fifteen California community college districts to offer a single baccalaureate degree on a pilot basis; and

WHEREAS, The values of Skyline College include a commitment to academic rigor and quality with relevant, recent, and evolving curriculum ([Values Statement, 2010 – 2011](#)); and

WHEREAS, One of the goals of Skyline College is to play a central role in the preparation of the region's workforce ([Skyline College Balanced Scorecard Goals and Strategies, 2013/14 – 2015/16](#)); and

WHEREAS, There are currently no baccalaureate degree programs for Respiratory Therapy located in any California State University (CSU) or University of California (UC) campus; and

WHEREAS, The Respiratory Therapy Program at Skyline College offers a nationally accredited, rigorous curriculum that meets state and regional workforce needs in a high demand technical discipline; and

WHEREAS, Respiratory Therapy state and national professional organizations are seeking to adopt the baccalaureate degree as the minimum education standard for Respiratory Care Practitioners; and

WHEREAS, The Skyline Respiratory Therapy Advisory Board and regional employers overwhelmingly support baccalaureate degree education at the community college; now, therefore, be it

RESOLVED, That the Academic Senate of Skyline College supports the participation of the Skyline College Respiratory Therapy Program in the California Community College Pilot Baccalaureate Degree Program which commences no later than the 2017-18 academic year.

Passed by unanimous voice vote of the Curriculum Committee on November 5, 2014  
Passed by unanimous voice vote of the Academic Senate on November 6, 2014



November 6, 2014

Dear San Mateo County Community College Board of Trustees,

The California Society for Respiratory Care is very pleased and honored by the terms of the recently adopted California Senate Bill 850. Having the Respiratory Care Profession included in this landmark legislation is and will be a very welcomed advance in our efforts to build and support educational opportunities within California for current and future California Respiratory Care Practitioners.

We are convinced that the pathway to providing the highest possible quality respiratory care for California patients is provide RCP's with the opportunity to advance their education. The recent passage of Assembly Bill 1972 into law, raising the minimum RCP license requirement in California to Registered Respiratory Therapist (RRT), has further underscored the urgent need to provide California RCP's with quality educational opportunities. There are currently no baccalaureate degree programs for Respiratory Therapy located in any California State University (CSU) or University of California (UC) campus. Advisory boards for Respiratory Therapy Programs and regional employers overwhelming support baccalaureate degree education at the community colleges. Therefore, with these basic tenants in mind, the CSRC supports and endorses your efforts to upgrade your Respiratory Therapy Program and offer a baccalaureate degree in Respiratory Therapy (BSRT).

We respectfully request that you move forward with your consideration of this program upgrade. We are very excited by the positive effect this will have on the Respiratory Care Profession in California and we are very pleased to support this groundbreaking educational program.

Sincerely,

Michael Madison  
President, California Society for Respiratory Care

CC: File





## California Society for Respiratory Care Position Paper Support of Respiratory Care Baccalaureate Degree Programs for California Practitioners

### **Background**

The profession of Respiratory Care began over half a century ago and has evolved from an on-the-job trained workforce to a college educated and licensed profession. In this era, Respiratory Care Practitioners are expected to assess and quantify their patient's conditions while appropriately applying algorithmic protocols in the provision of respiratory care. Critical thinking, decision-making, and competence to perform these responsibilities are demanded of practitioners at an advanced level.<sup>i</sup>

Increased education thresholds are required to advance the practice of respiratory care and can result in the following<sup>ii</sup>:

- Prepare advanced level Respiratory Care Practitioners for clinical practice.
- Provide leadership training in the areas of management, supervision, education and research.
- Develop clinical specialists in the areas of adult critical care, pediatric critical care, neonatal critical care, pulmonary function technology and cardiopulmonary diagnostics, polysomnography, and other clinical areas, as needed.
- Prepare future faculty for respiratory care educational programs.
- Develop individuals who can formulate appropriate questions, organize and test hypotheses, and apply research results to the practice of respiratory care.
- Prepare clinical practitioners with advanced knowledge and skills in basic and clinical sciences.
- Prepare leaders, who are able to plan, develop, and deliver high quality, cost-effective health care services.

The American Association for Respiratory Care (AARC) established a "2015 and Beyond" taskforce to determine changes required by the profession needed to meet the evolving healthcare demands as vital members of the medical community for 2015 and beyond. Among many recommendations, the taskforce identified that Respiratory Care students must obtain the education and training at minimum through a US Department of Education recognized baccalaureate program beginning year 2020.<sup>iii</sup>

In 2013, the California Society for Respiratory Care published a position paper advocating to increase standards for Respiratory Care Practitioners identifying the Registered Respiratory Therapist credential as the entry point for licensure. This position strategically aligns the profession for upcoming changes in healthcare, improves patient care outcomes, improves consumer confidence, and provides leadership to advance the profession.<sup>iv</sup>

Recognizing the importance of Respiratory Care Practitioners competence in providing quality, safe care to the citizens of California, the Respiratory Care Board of California (RCB) has legislated the Registered Respiratory Therapist (RRT) Credential as a minimum standard for licensure beginning the year 2015.<sup>v</sup>

In conjunction with increased credentialing standards, California needs to produce Baccalaureate degree practitioners to provide qualified, competent practitioners for the 21<sup>st</sup> century workplace. Currently there is only one established Respiratory Care Baccalaureate program in the state which resides in a private four-year institution. There are no Respiratory Care baccalaureate programs residing in public educational institutions.

Well respected, high quality education institutions can help fill the gaps in our higher education systems by granting baccalaureate degrees for specific areas in order to meet growing demands for skilled, competent health care providers. They can provide quality baccalaureate education through already well established, well recognized programs. The established programs can deliver the education to the same rigor and quality with lower costs to students than traditional four-year universities, enabling place-bound local students the opportunity to earn the baccalaureate degree needed for new job opportunities and promotion.

Efforts to support baccalaureate degree access for specific discipline areas are being addressed in different ways across the nation.<sup>vi</sup> Twenty one other states, from Florida to Hawaii already allow multiple pathways to baccalaureate degrees.<sup>vii</sup>

## **Resolution**

The California Society for Respiratory Care (CSRC) fully supports all efforts to provide opportunities for Respiratory Care Practitioners to obtain baccalaureate degrees in Respiratory Care.

The CSRC also requests beginning January 2020, the Committee on Accreditation for Respiratory Care (CoARC) adopt accreditation standards that recognize the baccalaureate degree as the minimum education standard for all future Respiratory Care Practitioners.

We recognize the urgent need to fill this gap for educating qualified, competent Respiratory Care Practitioners for the 21<sup>st</sup> century and for California.

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<sup>i</sup> Mishoe SC. Educating respiratory care professionals: an emphasis on critical thinking. *Respir Care* 2002; 47(5): 568-9.

<sup>ii</sup> White Paper from AARC Steering Committee of the Coalition for Baccalaureate and Graduate Respiratory Therapy Education. Development of Baccalaureate and Graduate Degrees in Respiratory Care

<sup>iii</sup> Barnes, Kacmarek, et. Al. Transitioning the Respiratory Therapy Workforce for 2015 and Beyond. *Respir Care* 2011; 56(5): 681-90

<sup>iv</sup> CSRC Position Paper for RRT as Minimum Requirement for Licensure, March 12, 2013

<sup>v</sup> Respiratory Care Board Meeting Materials. Apr 4, 2014: 36.

[http://www.rcb.ca.gov/about\\_us/meetings/meeting\\_materials2\\_4-4-14.pdf](http://www.rcb.ca.gov/about_us/meetings/meeting_materials2_4-4-14.pdf)

<sup>vi</sup> SB 850 Baccalaureate Degree Pilot Programs

<sup>vii</sup> Report from California Community Colleges Baccalaureate Degree Study Group. Jan 25, 2014.

[http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014\\_01\\_BacDegree\\_StudyGroup\\_WEB.pdf](http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014_01_BacDegree_StudyGroup_WEB.pdf)

### *Respiratory Therapy Baccalaureate Degree Taskforce*

#### Chair:

Raymond Hernandez, MPH, RRT, NPS  
Dean Science, Math, Technology  
Skyline College - San Bruno, CA

Ricardo Guzman, MA, RRT, RCP  
Program Director - Respiratory Therapy  
Education Chair - CSRC Committee  
San Joaquin Valley College – Ontario, CA

Karsten Roberts, MS, RCP, RRT-ACCS  
Clinical Education Coordinator  
Stanford Health Care – Stanford, CA

Ijaz Ahmed, MBBS, RRT  
Program Director-Respiratory Therapy  
Skyline College – San Bruno, CA

Brenda Hanning, RRT, RCP  
Program Director-Respiratory Therapy  
Foothill College – Los Altos Hills, CA

Abbie Rosenberg, RRT  
Executive Director CSRC  
CSRC - Watsonville, CA

John A. Basile BA, RRT, RCP  
Clinical Director – Respiratory Therapy  
Modesto Junior College – Modesto, CA

Michael Madison, BA, RRT  
CSRC President  
Senior Portfolio Manager  
RespMed Corp. - San Diego, CA

Barry Westling, MS, RRT  
CSRC Delegate / Retired Educator  
Visalia, CA

Paige Brown-Kelly, MS, RRT  
Respiratory Therapy Dept. Manager  
Marin General Hospital – Greenbrae, CA

Russell McCord, BS, RRT  
Interim Program Director Resp. Therapy  
San Joaquin Valley College – Visalia, CA

Mary-Rose Wiesner, BS, RRT  
Program Director – Respiratory Therapy  
Mt. San Antonio College – Walnut, CA

## Loma Linda University – Fee Structure for Baccalaureate Degree Program

Loma Linda University Website 11/14/2014 - <http://www.llu.edu/allied-health/sahp/admissions/tuition.page?>

### Enrollment Fee

An enrollment fee of \$755 per quarter (\$3020 per year) is mandatory for all on campus students enrolled in more than 5 units in a quarter. This fee may also be referred to as the "University Quarterly Fee" within our Allied Health Programs.

### Tuition information: by department

Column 1 YEAR academic year/class

Column 2 UNITS total units for academic year

Column 3 TUITION total tuition for academic year

Column 4 STATUS specified degree or certificate , full-time or part-time, or track:

### Respiratory Care--Bachelor of Science

YEAR	UNITS	TUITION	PER UNIT
1	53	\$29,415	\$555
2	59	\$32,745	\$555

**BOARD REPORT NO. 14-11-2B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Barbara Christensen, Director of Community/Government Relations  
574-6510

**ADOPTION OF RESOLUTION 14-14 TO IMPROVE STUDENT SUCCESS AND RETENTION  
BY SECURING ADDITIONAL FUNDING FOR PAY EQUITY AND PAID OFFICE HOURS  
FOR TEMPORARY FACULTY**

The District's faculty union is seeking the Board's support for a statewide effort underway to secure additional funding from the State for parity pay for part-time faculty members and pay for office hours. For the Board's information, our District pays part-timers for one office hour for every 3 FLC (faculty load credits) taught.

The attached resolution is an edited version of a resolution that AFT proposed that the Board adopt. On the advice of staff, several of the "Whereas" clauses were modified because statements and/or statistics in the clause could not be verified for accuracy.

**RECOMMENDATION**

It is recommended that the Board adopt Resolution 14-14 To Improve Student Success and Retention by Securing Additional Funding for Pay Equity and Paid Office Hours for Temporary Faculty.

**RESOLUTION NO. 14-14****BY THE GOVERNING BOARD OF THE  
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
STATE OF CALIFORNIA**

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**RESOLUTION TO IMPROVE STUDENT SUCCESS AND RETENTION BY SECURING  
ADDITIONAL FUNDING FOR PAY EQUITY AND PAID OFFICE HOURS FOR TEMPORARY  
FACULTY**

**WHEREAS**, the California State Budget is the strongest it has been in years; and

**WHEREAS**, programs that benefit temporary faculty and contribute to student success and retention were cut or eliminated during the Great Recession and have yet to be restored; and

**WHEREAS**, temporary faculty now comprise more than 50 percent of higher education instructors in the United States; and

**WHEREAS**, temporary part-time faculty are required to hold the same academic qualifications and credentials as their full-time colleagues; and

**WHEREAS**, many colleges do not fund or underfund office hours for temporary faculty; and

**WHEREAS**, due to poor prospects for career advancement and inadequate pay many qualified temporary faculty leave the profession annually; and

**WHEREAS**, the retention of qualified instructors supports institutional viability and directly contributes to student success; and

**WHEREAS**, recent studies have shown that a well-paid, stable faculty workforce contributes to student success and retention; and

**WHEREAS**, student access to faculty outside of the classroom and during office hours is an important contributor to student success;

**THEREFORE, BE IT RESOLVED** that the Board of Trustees of the San Mateo County Community College District requests that the Governor and the Department of Finance allocate additional funds in the January 2015 budget proposal for parity/equity compensation and paid office hours for part-time temporary faculty in the California Community College system in the amount of \$30 million for paid office hours, and \$50 million for parity/equity compensation in on-going funds.

**BE IT FURTHER RESOLVED** that the Board of Trustees of the San Mateo County Community College District requests that the Governor and the State Legislature allocate ongoing funding for the conversion of part-time faculty positions to full-time positions.

**REGULARLY PASSED AND ADOPTED** this 24<sup>th</sup> day of November, 2014.

Ayes:

Noes:

Abstentions:

Attest: \_\_\_\_\_  
Patricia Miljanich, Vice President-Clerk  
Board of Trustees

**BOARD REPORT NO. 14-11-100B**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

**APPROVAL OF REVISIONS TO BOARD POLICIES:  
1.40 MEETINGS OF THE BOARD  
1.55 ORDER OF BUSINESS AND PROCEDURE  
2.19 NONDISCRIMINATION  
2.25 PROHIBITION OF HARASSMENT  
7.07 NON-RESIDENT STUDENT TUITION FEES  
8.70 FEES AND CHARGES**

Revisions to Board policies are recommended as follows:

Policy 1.40 – revised to comply with Brown Act requirement regarding reporting of abstentions in closed session

Policy 1.55 – revised to comply with Brown Act requirement to report the vote or abstention of each member for all action taken in open session

Policies 2.19 and 2.25 – revised to add “military and veteran status” as a protected classification in compliance with recent changes in the law

Policy 7.07 – revised to add an exemption to non-resident tuition fees in compliance with Education Code Section 76141

Policy 8.70 – revised to eliminate reference to a specific dollar amount so that policy does not need revision if the law is changed

These revisions were approved by the District Participatory Governance Council at its meeting of November 3, 2014.

**RECOMMENDATION**

It is recommended that the Board approve the revisions to Board Policies as shown on the attached.



**CHAPTER 1: Board of Trustees**  
**BOARD POLICY NO. 1.40 (BP 2305, 2310, 2315, 2320, and 2365)**

**BOARD POLICY**  
**San Mateo County Community College District**

**Subject:** BP 1.40 Meetings of the Board  
**Revision Date:** 2/12; 5/13; ~~xx/xx~~  
**Policy References:** Education Code Sections 72000(c)(2)(A), 72000(d), 72122, 72129; Government Code Sections 54952.2, 54953 et seq., 54954.3(a), 54956, 54956.5, 54956.8, 54956.9, 54957, 54957.6, 54961, 6250 et seq. and 11125.4

1. All meetings of the Board shall be open to the public, except that the Board may hold closed sessions for purposes specifically exempted from the open meeting laws of the State of California.
2. The rules contained in the current edition of Robert's Rules of Order shall govern meetings of the Board in all cases unless they are inconsistent with the Education Code, other State or Federal laws or District Rules and Regulations.
3. Any audio or video recording of an open and public Board meeting made by or at the direction of the Board shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code Sections 6250 et seq. Any such recordings shall be maintained for at least thirty days following the taping or recording.

Persons attending an open and public meeting of the Board may, at their own expense, record the proceedings with an audio or video tape recording or a still or motion picture camera or may broadcast the proceeding. However, if the Board finds by a majority vote that the recording or broadcast cannot continue without noise, illumination, or obstruction of view that constitutes or would constitute persistent disruption of the proceedings, any such person shall be directed by the President of the Board to stop.

4. **Annual Organizational Meeting**  
 The Board shall hold an annual organizational meeting within the time frame specified in the Government Code. The purpose of the annual organizational meeting is to elect the President, Vice president-Clerk, Secretary and a representative to the County Committee on School District Organization, and to conduct any other business as required by law or determined by the Board. The organizational meeting shall take place within the regularly scheduled meeting held during the first two weeks of December and shall comply with notification procedures contained in the Education Code. Newly elected members of the Board shall be notified of the date, time, and place of the organizational meeting fifteen (15) days in advance of the meeting.
5. **Regular Meetings**
  - a. The regular meetings of the Board shall normally be held on the second and fourth Wednesday of each month in the Board of Trustees Meeting Room, District Administration Building. Roll call will be held at 6:00 p.m. and the public session of the meeting will begin at that time. A notice identifying the location, date, and time of each regular meeting of the Board shall be posted at least ten (10) days prior to the meeting and shall remain posted until the day and time of the meeting.

- b. The date, time and place of the regular meeting may be changed by action of the Board. In the event of a change of meeting date, time, or place, the Secretary for the Board shall take appropriate steps to inform the public and representatives of the news media of the change in advance of the meeting.
- c. All regular meetings of the Board shall be held within the boundaries of the District except in cases where the Board is meeting with another local agency or is meeting with its attorney to discuss pending litigation if the attorney's office is outside the District.
- d. All regular and special meetings of the Board shall be open to the public, be accessible to persons with disabilities, and otherwise comply with Brown Act provisions, except as required or permitted by law.

#### 6. Special Meetings

- a. Special meetings of the Board may be called by the President of the Board or by a majority of the members of the Board or by the Chancellor of the District when approved by the President of the Board.
- b. Members of the Board shall be notified of the meeting by the Secretary for the Board at least twenty-four (24) hours in advance of the meeting. Notice of such meetings shall be posted at least twenty-four (24) hours before the time of the meeting, and shall be noticed in accordance with the Brown Act.
- c. Such notice shall also be provided to representatives of the news media who have requested such notification.
- d. No business shall be transacted at a special meeting other than that specified in the call.

#### 7. Emergency Meetings

- a. Emergency meetings may be called by the President of the Board when prompt action is needed because of actual or threatened disruption of public facilities under such circumstances as are permitted by the Brown Act, including work stoppage, crippling disasters, and other activity that severely impairs public health or safety.
- b. No closed session shall be conducted during an emergency meeting, except as provided for in the Brown Act to discuss a dire emergency.
- c. The Chancellor shall be responsible to ensure that notice of such meetings is provided to the local news media as required by law.

#### 8. Adjourned Meetings

Adjourned meetings may be held as the business of the Board requires.

#### 9. Closed Sessions

- a. Closed sessions of the Board shall be held only as permitted by applicable legal provisions including but not limited to the Brown Act, California Government Code and California Education Code.
- b. The agenda for each regular or special meeting shall contain information regarding whether a closed session will be held and shall identify the topics to be discussed in any closed session.
- c. After any closed session, the Board shall reconvene in open session before adjourning and shall announce any actions taken in closed session and the vote **or abstention** of every member present.
- d. All matters discussed or disclosed during a lawfully held closed session and all notes, minutes, records or recordings made of such a closed session are confidential and shall remain confidential unless and until required to be disclosed by action of the Board or by law.
- e. If any person requests an opportunity to present complaints to the Board about a specific employee, such complaints shall first be presented to the Chancellor. Notice shall be given to the employee against whom the charges or complaints are directed. If the complaint is not resolved at the administrative level, the matter shall be scheduled for a closed session of the Board. The

employee shall be given at least twenty-four (24) hours written notice of the closed session, and shall be given the opportunity to request that the complaints be heard in an open meeting of the Board.

10. Hearing on the Budget

A public hearing on the budget shall be held prior to adoption of the budget as required by law.

**CHAPTER 1: Board of Trustees**  
**BOARD POLICY NO. 1.55 (BP 2330)**

**BOARD POLICY**  
**San Mateo County Community College District**

**Subject:** BP 1.55 Order of Business and Procedure  
**Revision Date:** 12/11; xx/xx  
**Policy Reference:** Education Code Sections 54950 et seq. and 72000(d)(3)

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1. Three publicly elected Board members will constitute a quorum for the transaction of business. An affirmative vote of the majority of all publicly elected Board members will be required for the passage of a motion except where otherwise provided by law. No action shall be taken by secret ballot. **The Board will publicly report any action taken in open session and the vote or abstention of each individual member present.**
2. The order of business at a regular meeting of the Board shall be:
  - a. Roll Call
  - b. Pledge of Allegiance
  - c. Discussion of the Order of the Agenda
  - d. Minutes
  - e. Presentations to the Board by Persons or Delegations (subject to advance arrangement with the Chancellor)
  - f. Statements from Executives and Student Representatives
  - g. Board Series Presentation – Innovations in Teaching, Learning and Support Services
  - h. Statements from the Public on Non-Agenda Items
  - i. Unfinished Business
  - j. New Business
    - i. Approval of Personnel Actions: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel; other personnel items
    - ii. Approval of Consent Agenda
    - iii. Other Recommendations
  - k. Information Reports
  - l. Statements from Board Members
  - m. Communications
  - n. Recess to Closed Session (when needed)
  - o. Reconvene to Public Session
  - p. Closed Session Actions Taken
  - q. Adjournment
3. The President of the Board may rearrange the agenda during a meeting of the Board if there is no objection from a majority of the members present.

**CHAPTER 2: Administration and General Institution  
BOARD POLICY NO. 2.19 (BP 3410)**

**BOARD POLICY  
San Mateo County Community College District**

**Subject:** BP 2.19 Nondiscrimination  
**Revision Date:** 3/13; ~~xx/xx~~  
**Policy References:** Education code Sections 66250 et seq.; 72010 et seq. and 87100 et seq.;  
Title 5 Sections 53000 et seq. and 59300 et seq.; Penal Code Section 422.55;  
Government Code Sections 12926.1 and 12940 et seq.; Accreditation  
Standard II.B.2.c

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1. The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.
2. The District, and each person who represents the District, shall provide access to its services, classes, and programs to individuals without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, **military and veteran status**, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.
3. The Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination. For represented employees, any action taken in response to a complaint under this policy is subject to the provisions of collective bargaining agreements. Upon request by the collective bargaining units, the District will negotiate any issues related to the complaints or investigations under this policy that are mandatory subjects for bargaining.
4. No District funds shall ever be used for membership in, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, **military and veteran status**, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

**CHAPTER 2: Administration and General Institution  
BOARD POLICY NO. 2.25 (BP 3430)**

**BOARD POLICY  
San Mateo County Community College District**

**Subject:** BP 2.25 Prohibition of Harassment  
**Revision Date:** 4/13; xx/xx  
**Policy References:** Education Code Sections 212.5; 44100; 66252; 66281.5; Government Code Section 12950.1; Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e; Title IX, Education Amendments of 1972; Title 5 Sections 59320 et seq.

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1. All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation, including acts of sexual violence. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, genetic information, medical condition, marital status, sex, gender, gender identification, gender expression, age, or sexual orientation of any individual, **military and veteran status**, or because an individual is perceived to have one or more of the foregoing characteristics. This policy shall apply to all employees, students and any other individuals who come onto District property.
2. The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct may be subject to disciplinary action, up to and including termination or expulsion. Engaging in intimidating conduct or bullying against another employee through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyber bullying are strictly forbidden.
3. Any individual who believes that he or she has been harassed, bullied or retaliated against in violation of this policy and wishes to report such incidents should use the procedure provided by his/her supervisor or the office of the Vice President of Student Services. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention to the Vice Chancellor of Human Resources and Employee Relations.
4. This policy applies to all aspects of the academic and work environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any District activity. In addition, this policy applies to minors as well as adults, and to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, reemployment, transfer, leave of absence, training opportunities, assignment of work hours and projects, and compensation.

5. The Chancellor shall ensure that the institution undertakes education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.
6. The Chancellor shall establish procedures that define harassment throughout the District. The Chancellor shall further establish procedures for employees, students and other members of the District community that provide for the investigation and resolution of complaints regarding harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students and agents.
7. The District shall promptly investigate and resolve complaints of harassment and will assure that any harm resulting from the harassment will be promptly redressed by restoring any lost benefit or opportunity. All participants are protected from retaliatory acts by the District, its employees, students, and agents.
8. This policy and related written procedures shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees on the District's public website.
9. It is the responsibility of each individual to maintain a level of conduct that is compliant with this policy. Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

**CHAPTER 7: Student Services**  
**BOARD OF POLICY NO. 7.07 (BP 5020)**

**BOARD POLICY**  
**San Mateo County Community College District**

**Subject:** BP 7.07 Non-Resident Student Tuition Fees  
**Adoption Date:** 8/13; xx/xx  
**Policy References:** Education Code Sections 68050, 68051, 68130, 68130.5, and 76141;  
Title 5 Section 54045.5

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1. Non-resident students shall be charged non-resident tuition for all units enrolled, unless specifically required otherwise by law.
2. Not later than February 1 of each year, the Chancellor or designee shall bring to the Board of Trustees for approval an action to establish non-resident tuition for the following fiscal year. The fee shall be calculated in accordance with guidelines contained in applicable state regulations and/or the California Community College ~~Attendance Budget~~ Accounting Manual.
3. The ~~College President or designee District~~ shall establish procedures regarding collection, waiver, and refunds of non-resident tuition.
4. The Chancellor or designee is authorized to implement a capital outlay fee to be charged only to persons who are both citizens and residents of foreign countries. The Board of Trustees finds and declares that this fee does not exceed the amount expended by the district for capital outlay in the preceding year divided by the total FTES in the preceding fiscal year.
5. ~~Students who would otherwise be charged the non-resident tuition and capital outlay fees shall be exempt if they demonstrate that they are a victim of persecution or discrimination in the country of which they are a citizen and resident. Students shall be deemed victims of persecution or discrimination if they present evidence that they are citizens and residents of a foreign country and that they have been admitted to the United States under federal regulations permitting such persons to remain in the United States.~~
6. ~~Students who would otherwise be charged the non-resident tuition and capital outlay fees shall be exempt if they demonstrate economic hardship. Students shall be deemed to have demonstrated economic hardship if they present evidence that they are citizens and residents of a foreign country and that they are receiving Temporary Assistance for Needy Families Program, Supplemental Income/State Supplementary benefits, or general assistance.~~
7. ~~Students will be exempt from the non-resident tuition fee and capital outlay fee if they demonstrate that they have a parent who has been deported or was permitted to depart voluntarily, they moved abroad from California as a result of that deportation or voluntary departure, and they attended a public or private secondary school in the state for three or more years. Upon enrollment, students who qualify for this exemption must be in their first academic year as a matriculated student in California public higher education, live in California, and file an affidavit with the District stating that they intend to establish residency in California as soon as possible.~~
8. Non-resident high school concurrent students are not charged non-resident fees, regardless of the number of units they enroll in.



**CHAPTER 8: Business Operations**  
**BOARD POLICY NO. 8.70 (BP 5030)**

**BOARD POLICY**  
**San Mateo County Community College District**

**Subject:** BP 8.70 Fees and Charges  
**Revision Date:** 11/11; xx/xx  
**Policy References:** Education Code Section 76300 et seq.; Title 5 Sections 59400-59408

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1. The San Mateo County Community College District recognizes that the mission of community colleges to provide quality postsecondary educational opportunities to all is enhanced by maintaining the lowest possible costs to students. Therefore, the Board is committed to maintaining the lowest possible costs to students, consistent with State requirements, level of support, and local budgetary needs. All fees shall be approved on the basis of providing equity among students enrolled in each of the District's Colleges.
2. Fees and other charges shall be reduced or waived only as provided for by law and Board-adopted policy.
3. To the extent possible, and as provided by the Education Code, full cost shall be recovered for selected student-consumed materials, selected special instructional services, and for nonstudent use of District resources. In the San Mateo County Community College District, the following fees are authorized:
  - a. Fees which are mandated by the State.
  - b. Enrollments fees for credit courses as required by law.
  - c. Auditing fees ~~of \$15.00 per unit per semester as authorized by the Education Code~~. Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged this fee to audit three or fewer units per semester.
  - d. Health services fees: as authorized by the Education Code.
  - e. Nonresident student tuition fee (see Section 7.07).
  - f. Parking fee: actual cost of parking facilities maintenance and enforcement as determined by the Executive Vice Chancellor, not to exceed the maximum allowed by law.
  - g. Instructional materials fees: students may be required to provide required instructional and other materials for a credit or non-credit course, provided such materials are of continuing value to the student outside the classroom.
  - h. Physical Education Facilities: Where the District incurs additional expenses because a physical education course is required to use non-District facilities, students enrolled in the course shall be charged a fee for participating in the course. Such fee shall not exceed the student's calculated share of the additional expenses incurred by the District.

- i. Fees for catalogs, special publications deemed necessary by College or District officials, radio and TV guides, etc.: based upon actual cost of preparation, printing and mailing.
  - j. Fees for reimbursement for special services not a part of the District's regular curriculum (GED, College Level Examination Placement, etc.): direct costs only.
  - k. Fees for copies of student records under Section 7.28: not to exceed \$1 per page.
  - l. Fees for copies of other records: not to exceed \$1 per page.
  - m. Student body fees: as authorized by the Education Code.
  - n. Student representation fees: as authorized by the Education Code. Students will be charged a \$1 fee per semester to be used to provide support for student governmental affairs representation. A student may refuse to pay the fee for religious, political, financial or moral reasons and shall submit such refusal in writing.
  - o. Transcript fees: as authorized by the Education Code. The District shall charge a reasonable amount for furnishing copies of any student record to a student or former student. The Executive Vice Chancellor is authorized to establish the fee, which shall not exceed the actual cost of furnishing copies of any student record. No charge shall be made for furnishing up to two transcripts of students' records, or for two verifications of various records. There shall be no charge for searching for or retrieving any student record.
4. Students shall be charged for books and other materials on regular loan from the College libraries for each school day beyond the due date specified. Borrowers shall be required to pay the replacement cost (current list price) for books or other materials they fail to return.
  5. Students shall be charged for books and other materials on a textbook loan program from the College Bookstore and laboratories for items not returned. Borrowers shall be required to pay the replacement cost (current list price) for books or other materials they fail to return.
  6. Fees are due and payable in full at the time of registration. Parking fees are due and payable in full at the time the student purchases a parking permit. Beginning with the spring 2012 term, students whose fees are not paid and who have not enrolled in a payment plan shall be dropped from classes prior to the start of the term.
  7. All students who enroll in a variable unit course will be required to pay State mandated fees based on the number of units in which the student enrolls and nonresident students will also be required to pay nonresident tuition based on the number of units in which the student enrolls.
  8. Deferral of payment of the State-mandated enrollment fee shall be allowed in accordance with procedures established by the Vice Presidents for Student Services.
  9. Students who are certified eligible and awarded financial aid will be permitted to register and must pay all applicable fees at the time they receive their first financial aid check. All applicable fees shall be used in calculating the cost of education for financial aid purposes. Fee payment shall be given first priority in the allocation of funds and the development of payment schedules.

10. Grades, transcripts, degrees, and/or registration privileges shall be withheld from any student or former student properly charged with owing the District fines, fees, or other charges which remain unpaid.
11. Credits or debits of \$20 or less incurred by students per fee type will be carried on the District's books for a maximum of five years.
12. All approved fees and charges shall be collected under procedures established by the District Administrative Services Office and in accordance with audit requirements.

**BOARD REPORT NO. 14-11-2C**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Anniqua Rana, Dean, Athletics, Library and Learning Resources, Cañada College, 306-3470  
Jennifer Hughes, Vice President, Student Services, College of San Mateo, 574-6118  
Angélica Garcia, Dean of Counseling, Advising and Matriculation, Skyline College, 738-4124

**PRESENTATION OF STUDENT EQUITY PLANS  
CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

Student Equity Planning is administered through the Student Success and Support (SSSP) unit at the State Chancellor's Office. SSSP staff are responsible for the implementation of the Board of Governor's Student Equity Policy and related regulations, including assessing district plans and reporting recommendations to the Board of Governors, providing districts with technical assistance in the development and improvement of plans, and assessing district progress towards the implementation of their plans over time.

College student equity plans focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges. "Success indicators" are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (§54220(d)). The State Budget trailer bill, SB 860 (2014) added requirements to address foster youth, veterans and low income students. Each college develops specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. College plans must describe the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the college.

At this meeting, Cañada College, College of San Mateo and Skyline are submitting their Student Equity Plans to the Board for review. At the Board meeting of December 10, the Board will be asked to approve the Plans prior to submission to the SSSP unit at the State Chancellor's Office.

# Cañada College

## Student Equity Plan 2014 to 2017

## SIGNATURE PAGE

District: San Mateo Community Colleges District

Date Approved by Board of Trustees: December 8, 2014

College President

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Dr. Larry Buckley

Vice President of Student Services

---

Dr. Robin Richards

Vice President of Instruction

---

Dr. Gregory Anderson

Academic Senate President

---

Doug Hirzel

Student Equity Co-Coordinator/Contact Person

---

Michael Hoffman

Student Equity Co-Coordinator/Contact Person/

Dean of Athletics, Dance, Kinesiology, Library, and Learning Resources

---

Dr. Anniqua Rana

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## EXECUTIVE SUMMARY

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

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

The 2014-17 Student Equity Plan, an update to the previous Student Equity Plan of 2004-05, is one of many efforts by the college to fulfill the goal of providing quality education for all of its students. This Student Equity Plan is the result of the work of the Cañada College Committee for Student Equity with the support of the campus research office, administrators, campus leaders of programs and services, faculty and students. The plan is to be reviewed on an annual basis by the Committee for Student Equity in consultation with college participatory governance councils.

### Mission

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

### Analysis

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

#### Access

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

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

### Successful Course Completion

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

### ESL and Basic Skills Completion

#### English completion

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

#### Math completion

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

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

#### **ESL completion**

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

#### **Degree & Certificate Completion**

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

#### **Transfer**

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

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

## Goals

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

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

## Resources

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

## Contacts:

Michael Hoffman [hoffmanm@smccd.edu](mailto:hoffmanm@smccd.edu)

Dr. Anniqua Rana [rana@smccd.edu](mailto:rana@smccd.edu)

## The Cañada College Committee for Student Equity

The Cañada College Committee for Student Equity (CSE) was formed in February, 2010, in response to a perceived need to collect and examine data on student success and student equity. In August 2014, the Equity Committee was combined with the Basic Skills Taskforce to create the Academic Committee for

Equity & Success (ACES) a joint committee of the Cañada Administration and Faculty Senate, is composed of faculty, administrators, Student Service staff, the campus researcher, and students.

## Timeline

The Student Equity Plan was reviewed and received feedback from president's cabinet and council members in the month of September 2014, reviewed and received feedback from planning committees in the month of October and November 2014, was approved by the Planning and Budgeting Council (PBC) on November 19<sup>th</sup>, 2014, and was approved and adopted by San Mateo Community Colleges District Board of Trustees on December 8<sup>th</sup>, 2014. The plan was submitted to the Chancellor's Office by January 5, 2015.

## CAMPUS-BASED RESEARCH

### A. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

#### Data Included:

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

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

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

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

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

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

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

#### Notes:

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

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

#### Summary:

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

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

**Table A1: Access by race/ethnicity**

	San Mateo County Residents		Cañada College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	611,022		6,203		
African American	16,070	2.6%	212	3.4%	<b>1.31</b>
American Indian/ Alaska Native	1,003	0.2%	15	0.2%	<b>1.21</b>
Asian	165,048	27.0%	695	11.2%	<b>0.41</b>
Hispanic	142,187	23.3%	2,469	39.8%	<b>1.71</b>
Multi races	14,661	2.4%	775	12.5%	<b>5.21</b>
Pacific Islander	8,317	1.4%	113	1.8%	<b>1.30</b>
White	263,736	43.2%	1,723	27.8%	<b>0.64</b>
Other	N/A	N/A	N/A	0.0%	--
Unknown	N/A	N/A	201	3.2%	--

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

**Table A2: Access by Gender**

	San Mateo County Residents		Cañada College Students Residing in San Mateo County		P index
	Count	Percent	Count	Percent	
Total 15 years and older	611,022		6,203		
Male	298,662	48.9%	2,337	37.7%	<b>0.77</b>
Female	312,360	51.1%	3,722	60.0%	<b>1.17</b>
Unrecorded	N/A	N/A	144	2.3%	--

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

**Table A3: Access by Age**

	San Mateo County Residents		Cañada College Students Residing in San Mateo County		P index
	Count	Percent	Count	Percent	
Total 15 years and older	611,022		6,203		
15 to 19 years	40,913	6.7%	1,125	18.1%	<b>2.71</b>
20 to 24 years	41,625	6.8%	1,951	31.5%	<b>4.62</b>
25 to 29 years	49,603	8.1%	954	15.4%	<b>1.89</b>
30 to 39 years	108,606	17.8%	972	15.7%	<b>0.88</b>
40 to 49 years	111,108	18.2%	625	10.1%	<b>0.55</b>
50 to 59 years	107,454	17.6%	401	6.5%	<b>0.37</b>
60 years or older	151,713	24.8%	175	2.8%	<b>0.11</b>

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



**Table A4: Access by Disability Status**

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

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

**Table A5: Access by Income Level**

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

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

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

**Table A6: Access by Veterans Status**

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

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

**Table A7: Access by Foster Youth Status**

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

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

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

## B. Course Completion

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. “Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

### Data Included:

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

### Notes:

- Table B1 displays successful course completion rates of Cañada College students enrolled in Fall 2013 and Spring 2014, combined. Successful course completion = earning a grade of A, B, C, P, or CR. Enrollment and completion data presented are counts of all courses attempted/completed—not student headcount.
- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the population with ten or more students that has the highest rate for the respective grouping. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Table 1 highlights the extent to which various populations’ successful course completion rates are within or outside of the 80% standard.
- Using race/ethnicity as an example. Students self-identifying as Filipino have the highest completion rate at Cañada College. This population’s success rate becomes the reference population standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students self-identifying as African-American is = 48.0%. This figure is 64.4% of the reference group’s success rate of 74.5%. Hence, their 80% Index = 64.4% and is below the 80% rule--and could be considered suffering disproportionate impact.
- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate

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

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

**Summary:**

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

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

**Table B1: Course completion by population group**

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion (duplicated)		80% Index
				Count	Rate	
<b>Ethnicity</b>	African American	379	1,480	710	48.0%	64.4%
	American Indian	27	104	56	53.8%	72.2%
	Asian	864	2,268	1,649	72.7%	97.5%
	<i>Filipino</i>	380	825	615	74.5%	100.0%
	Hispanic	3,738	13,680	7,956	58.2%	78.0%
	Multi Races	1,290	4,619	2,789	60.4%	81.0%
	Pacific Islander	156	555	292	52.6%	70.6%
	White	2,824	9,039	6,195	68.5%	91.9%
	Unknown	1,089	1,089	705	64.7%	86.8%
	Total	10,747	33,659	20,967	62.3%	83.6%
<b>Gender</b>	<i>Female</i>	6,088	20,354	13,045	64.1%	100.0%
	Male	3,670	12,719	7,510	59.0%	92.1%
	Not recorded	253	686	412	60.1%	93.7%
	Total	10,011	33,759	20,967	62.1%	96.9%

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion (duplicated)	80% Index	
<b>Age</b>	Younger than 20	1,628	6,823	4,154	60.9%	85.9%
	20 - 24	3,091	11,908	7,185	60.3%	85.1%
	25 - 29	1,625	4,731	2,918	61.7%	87.0%
	30 - 39	1,660	4,735	3,030	64.0%	90.3%
	40 - 49	1,044	3,106	1,990	64.1%	90.4%
	50 - 59	651	1,749	1,192	68.2%	96.2%
	<i>60 and older</i>	<i>302</i>	<i>673</i>	<i>477</i>	<i>70.9%</i>	<i>100.0%</i>
	Total	10,001	33,725	20,946	62.1%	87.6%
<b>Disability Status</b>	Receives DSPS services	529	2,094	1,204	57.5%	92.1%
	<i>No DSPS services</i>	<i>9,480</i>	<i>31,665</i>	<i>19,763</i>	<i>62.4%</i>	<i>100.0%</i>
	Total	10,009	33,759	20,967	62.1%	99.5%
<b>Economic Status</b>	Low income student	4,263	16,813	10,007	59.5%	92.0%
	<i>Not low income</i>	<i>5,746</i>	<i>16,946</i>	<i>10,960</i>	<i>64.7%</i>	<i>100.0%</i>
	Total	10,009	33,759	20,967	62.1%	96.0%
<b>Probation 1 Status</b>	<b>On probation 1 status</b>	<b>787</b>	<b>2,359</b>	<b>457</b>	<b>19.4%</b>	<b>29.1%</b>
	<i>Not on probation 1 status</i>	<i>9,880</i>	<i>31,400</i>	<i>20,923</i>	<i>66.6%</i>	<i>100.0%</i>
	Total	10,667	33,759	21,380	63.3%	95.0%
<b>Probation 2 Status</b>	<b>On probation 2 status</b>	<b>498</b>	<b>1,260</b>	<b>386</b>	<b>30.6%</b>	<b>47.4%</b>
	<i>Not on probation 2 status</i>	<i>10,169</i>	<i>32,499</i>	<i>20,994</i>	<i>64.6%</i>	<i>100.0%</i>
	Total	10,667	33,759	21,380	63.3%	98.0%

		<b>Student Head Count (unduplicated)</b>	<b>Enrollment Count (duplicated)</b>	<b>Successful Course Completion (duplicated)</b>	<b>80% Index</b>
<b>Dismissal Status</b>	<b>On dismissal status</b>	<b>428</b>	<b>1,066</b>	<b>198</b>	<b>18.6%</b>
	<i>Not on dismissal status</i>	<i>10,239</i>	<i>32,693</i>	<i>21,182</i>	<i>64.8%</i>
	Total	10,667	33,759	21,380	63.3%
<b>Veterans Status</b>	Veteran	159	559	346	61.9%
	<i>Not a Veteran</i>	<i>9,850</i>	<i>33,200</i>	<i>20,621</i>	<i>62.1%</i>
	Total	10,009	33,759	20,967	62.1%
<b>Foster Youth Status</b>	<b>Foster Youth</b>	<b>18</b>	<b>95</b>	<b>43</b>	<b>45.3%</b>
	<i>Not Foster Youth</i>	<i>9,991</i>	<i>33,664</i>	<i>20,924</i>	<i>62.2%</i>
	Total	10,009	33,759	20,967	62.1%

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

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

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

### C. ESL and Basic Skills Completion

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

#### Data Included:

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

#### Notes:

- The data presented in Tables C1-C3 tracks the progression of students who initially enroll in specified 'target' coursework during Academic Year 2010-11 (Summer-Fall-Spring) and who subsequently enroll in specified higher level coursework within the discipline. All course outcomes are tracked through spring 2014.
- The primary Student Equity Plan reference point is the "80% Index". This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The 'reference population' is the population with ten or more students that has the highest rate for the respective grouping. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Tables C1 – C3 highlights the extent to which various populations' progression rates are within or outside of the 80% standard.
- Using Table C1 and age as an example. Students 20-24 are the population with the highest rate of English completion at Cañada College. This population's success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students 30-39 = 46.9%. This figure is 90.4% of the reference group's success rate of 51.9%. Hence, their 80% Index = 90.4% and is not below the 80% rule--and is not considered to be suffering disproportionate impact.



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

### Summary:

#### English completion

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

#### Math completion

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

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

#### **ESL completion**

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

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

**Table C1: English completion by population group**

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

		<b>Enrolled in a one level below transfer English course (unduplicated)</b>	<b>Progressed to and successfully completed a transferable English course</b>	<b>80% Index</b>	
<b>Age</b>	<b>Younger than 20</b>	<b>131</b>	<b>50</b>	<b>38.2%</b>	<b>73.6%</b>
	20 - 24	243	126	51.9%	100.0%
	25 - 29	62	28	45.2%	87.1%
	30 - 39	32	15	46.9%	90.4%
	<b>40 - 49</b>	<b>13</b>	<b>4</b>	<b>30.8%</b>	<b>59.3%</b>
	50 - 59	13	6	46.2%	89.0%
	<b>60 and older</b>	<b>1</b>	<b>0</b>	<b>0.0%</b>	<b>0.0%</b>
	Total	495	229	46.3%	89.2%
<b>Disability Status</b>	<i>Receives DSPS services</i>	47	27	57.4%	100.0%
	<i>No DSPS services</i>	455	203	44.6%	77.7%
	Total	502	230	45.8%	79.8%
<b>Economic Status</b>	<i>Low income student</i>	328	161	49.1%	100.0%
	Not low income	168	68	40.5%	82.5%
	Total	496	229	46.2%	94.1%
<b>Probation 1 Status</b>	<b>On probation 1 status</b>	<b>90</b>	<b>16</b>	<b>17.8%</b>	<b>33.9%</b>
	<i>Not on probation 1 status</i>	406	213	52.5%	100.0%
	Total	496	229	46.2%	88.0%
<b>Probation 2 Status</b>	<b>On probation 2 status</b>	<b>23</b>	<b>2</b>	<b>8.7%</b>	<b>18.1%</b>
	<i>Not on probation 2 status</i>	473	227	48.0%	100.0%
	Total	496	229	46.2%	96.2%

		Enrolled in a one level below transfer English course (unduplicated)	Progressed to and successfully completed a transferable English course	80% Index	
<b>Dismissal Status</b>	<b>On dismissal status</b>	30	4	13.3%	27.6%
	<i>Not on dismissal status</i>	466	225	48.3%	100.0%
	Total	496	229	46.2%	95.6%
<b>Veterans Status</b>	Veteran	7	3	42.9%	92.9%
	<i>Not a Veteran</i>	490	226	46.1%	100.0%
	Total	497	229	46.1%	99.9%
<b>Foster Youth Status</b>	<b>Foster Youth</b>	9	4	44.4%	44.4%
	<i>Not Foster Youth</i>	487	225	46.2%	46.2%
	Total	496	229	46.2%	46.2%

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

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

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

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

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

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

**Table C2: Math completion by population group**

		Enrolled in a one level below transfer Math course (unduplicated)	Progressed to and successfully completed a transferable Math course		80% Index
			Count	Row %	
<b>Ethnicity</b>	African American	39	5	12.8%	35.9%
	American Indian/Alaskan Native	3	1	33.3%	93.3%
	Asian	45	5	11.1%	31.1%
	Filipino	33	9	27.3%	76.4%
	Hispanic	300	84	28.0%	78.4%
	Multi Races	66	21	31.8%	89.1%
	<i>Pacific Islander</i>	14	5	35.7%	100.0%
	White	292	89	30.5%	85.3%
	Unknown	58	15	25.9%	72.4%
	Total	850	234	27.5%	77.1%
<b>Gender</b>	Female	509	139	27.3%	94.4%
	<i>Male</i>	318	92	28.9%	100.0%
	Not recorded	15	2	13.3%	46.1%
	Total	842	233	27.7%	95.6%

		Enrolled in a one level below transfer Math course (unduplicated)	Progressed to and successfully completed a transferable Math course	80% Index	
<b>Age</b>	<b>Younger than 20</b>	207	36	17.4%	48.7%
	20 - 24	364	119	32.7%	91.5%
	<b>25 - 29</b>	117	29	24.8%	69.4%
	30 - 39	80	28	35.0%	98.0%
	40 - 49	42	15	35.7%	100.0%
	50 - 59	17	3	17.6%	49.4%
	60 and older	8	2	25.0%	70.0%
	Total	835	232	27.8%	77.8%
<b>Disability Status</b>	<i>Receives DSPS services</i>	54	15	27.8%	100.0%
	No DSPS services	790	218	27.6%	99.3%
	Total	844	233	27.6%	99.4%
<b>Economic Status</b>	<i>Low income student</i>	443	129	29.1%	100.0%
	Not low income	397	104	26.2%	90.0%
	Total	840	233	27.7%	95.3%
<b>Probation 1 Status</b>	<b>On probation 1 status</b>	79	11	13.9%	47.7%
	<i>Not on probation 1 status</i>	761	222	29.2%	100.0%
	Total	840	233	27.7%	95.1%
<b>Probation 2 Status</b>	<b>On probation 2 status</b>	71	6	8.5%	28.6%
	<i>Not on probation 2 status</i>	769	227	29.5%	100.0%
	Total	840	233	27.7%	94.0%

		Enrolled in a one level below transfer Math course (unduplicated)	Progressed to and successfully completed a transferable Math course	80% Index	
<b>Dismissal Status</b>	On dismissal status	21	4	19.0%	68.1%
	Not on dismissal status	819	229	28.0%	100.0%
	Total	840	233	27.7%	99.2%
<b>Veterans Status</b>	Veteran	14	2	14.3%	51.1%
	Not a Veteran	826	231	28.0%	100.0%
	Total	840	233	27.7%	99.2%
<b>Foster Youth Status</b>	Foster Youth	3	0	0.0%	0.0%
	Not Foster Youth	837	233	27.8%	27.8%
	Total	840	233	27.7%	27.7%

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

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

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

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

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



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

**Table C3: ESL completion by population group**

		Enrolled in a one level below transfer ESL course (unduplicated)	Progressed to and successfully completed ENGL 100		80% Index
			Count	Row %	
<b>Ethnicity</b>	African American	1	0	0.0%	0.0%
	American Indian/Alaskan Native	0	0	--	--
	Asian	6	4	66.7%	88.9%
	Filipino	1	1	100.0%	133.3%
	Hispanic	84	47	56.0%	74.6%
	Multi Races	3	1	33.3%	44.4%
	Pacific Islander	1	0	0.0%	0.0%
	<i>White</i>	12	9	75.0%	100.0%
	Unknown	10	4	40.0%	53.3%
	Total	118	66	55.9%	74.6%
<b>Gender</b>	Female	59	33	55.9%	93.8%
	<i>Male</i>	52	31	59.6%	100.0%
	Not recorded	7	2	28.6%	47.9%
	Total	118	66	55.9%	93.8%

		Enrolled in a one level below transfer ESL course (unduplicated)	Progressed to and successfully completed ENGL 100	80% Index	
<b>Age</b>	Younger than 20	10	3	30.0%	37.5%
	20 - 24	20	16	80.0%	100.0%
	25 - 29	22	10	45.5%	56.8%
	30 - 39	40	24	60.0%	75.0%
	40 - 49	15	8	53.3%	66.7%
	50 - 59	3	3	100.0%	125.0%
	60 and older	3	0	0.0%	0.0%
	Total	113	64	56.6%	70.8%
<b>Disability Status</b>	Receives DSPS services	3	0	0.0%	0.0%
	No DSPS services	115	66	57.4%	100.0%
	Total	118	66	55.9%	97.5%
<b>Economic Status</b>	Low income student	97	57	58.8%	100.0%
	Not low income	21	9	42.9%	72.9%
	Total	118	66	55.9%	95.2%
<b>Probation 1 Status</b>	On probation 1 status	6	0	0.0%	0.0%
	Not on probation 1 status	112	66	58.9%	100.0%
	Total	118	66	55.9%	94.9%
<b>Probation 2 Status</b>	On probation 2 status	1	0	0.0%	0.0%
	Not on probation 2 status	117	66	56.4%	100.0%
	Total	118	66	55.9%	99.2%

		Enrolled in a one level below transfer ESL course (unduplicated)	Progressed to and successfully completed ENGL 100		80% Index
<b>Dismissal Status</b>	<b>On dismissal status</b>	<b>0</b>	<b>0</b>	<b>--</b>	<b>--</b>
	<i>Not on dismissal status</i>	<i>118</i>	<i>66</i>	<i>55.9%</i>	<i>100.0%</i>
	Total	118	66	55.9%	100.0%
<b>Veterans Status</b>	<b>Veteran</b>	<b>1</b>	<b>0</b>	<b>0.0%</b>	<b>0.0%</b>
	<i>Not a Veteran</i>	<i>117</i>	<i>66</i>	<i>56.4%</i>	<i>100.0%</i>
	Total	118	66	55.9%	99.2%

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

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

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

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

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

## D. Degree or Certificate

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

### Data Included:

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

### Notes:

- Students with an informed matriculation goal were identified as those recorded in the Student Activities Reporting System (SARS) as having met with a counselor during the Summer 2010, Fall 2010, or Spring 2011 terms to discuss their education plan or degree/certificate requirements.
- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the population with ten or more students that has the highest rate for the respective grouping. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Table E1 highlights the extent to which various populations’ transfer rates are within or outside of the 80% standard.
- Using gender as an example. Students self-identifying as female have the highest degree or certificate rate at Cañada College. This group’s success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students self-identifying as male is = 32.2%. This figure is 81.1% of the reference group’s success rate of 39.7%. Hence, their 80% Index = 81.1% and is not below the 80% rule--and is not considered to be suffering disproportionate impact.
- The designation of which disaggregated populations should be considered as disproportionately impacted is based on local conditions and will rely on the judgment of the Cañada College Student Equity team. The 80% Index is a suggested guideline only. The data are intended to stimulate conversation and additional investigation into areas where disproportionate impact may be affecting student success.
- Care should be taken when interpreting results with low subgroup counts.

**Summary:**

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

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

**Table D1: Degree and Certificate completion by population group**

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

		Students with degree or certificate as their matriculation goal	Students who earned a degree and/or certificate	80% Index	
<b>Age</b>	Younger than 20	183	53	29.0%	49.6%
	20 - 24	422	157	37.2%	63.8%
	25 - 29	141	51	36.2%	62.0%
	30 - 39	140	53	37.9%	64.9%
	40 - 49	93	39	41.9%	71.9%
	50 - 59	39	22	56.4%	96.7%
	60 and older	12	7	58.3%	100.0%
	Total	1,030	382	37.1%	63.6%
<b>Disability Status</b>	Receives DSPS services	88	3	3.4%	8.6%
	No DSPS services	979	388	39.6%	100.0%
	Total	1,067	391	36.6%	92.5%
<b>Economic Status</b>	Low income student	692	257	37.1%	100.0%
	Not low income	375	134	35.7%	96.2%
	Total	1,067	391	36.6%	98.7%
<b>Probation 1 Status</b>	On probation 1 status	73	3	4.1%	10.5%
	Not on probation 1 status	994	388	39.0%	100.0%
	Total	1,067	391	36.6%	93.9%
<b>Probation 2 Status</b>	On probation 2 status	84	6	7.1%	19.8%
	Not on probation 2 status	1,067	385	36.1%	100.0%
	Total	705	391	55.5%	153.7%

		Students with degree or certificate as their matriculation goal	Students who earned a degree and/or certificate		80% Index
<b>Dismissal Status</b>	<b>On dismissal status</b>	<b>32</b>	<b>0</b>	<b>0.0%</b>	<b>0.0%</b>
	<i>Not on dismissal status</i>	<i>1,035</i>	<i>391</i>	<i>37.8%</i>	<i>100.0%</i>
	Total	1,067	391	36.6%	97.0%
<b>Veterans Status</b>	<b>Veteran</b>	<b>13</b>	<b>3</b>	<b>23.1%</b>	<b>62.7%</b>
	<i>Not a Veteran</i>	<i>1,054</i>	<i>388</i>	<i>36.8%</i>	<i>100.0%</i>
	Total	1,067	391	36.6%	99.5%

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

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

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



## E. Transfer

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

### Data Included:

- Transfer rates, 2008/09 – 2013/14.

### Notes:

- Cañada students identified as transfer ready are those who completed 12 or more units and attempted a transfer level mathematics or English course during the 2008/09 academic year (which included summer 2008, fall 2008, and spring 2009).
- Transfer data is obtained from a match of Cañada College students with the national database of students enrolled in four-year colleges available from the National Student Clearinghouse (NSC). The NSC is the closest thing the US has to a national student-level record system. However, the NSC database is limited by FERPA-suppressed student records and matching errors due to typographic inaccuracies in student names. Therefore, a number of Cañada College students *may be* omitted from the NSC database.
- The primary Student Equity Plan reference point is the “80% Index”. This methodology compares the percentage of each disaggregated population to the percentage attained by a reference population. The ‘reference population’ is the population with ten or more students that has the highest rate for the respective grouping. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
- The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80%, when compared to a reference group, is considered to have suffered an adverse – or disproportionate - impact.
- Using this methodology, the 80% Index data column in Table E1 highlights the extent to which various populations’ transfer rates are within or outside of the 80% standard.
- Using race/ethnicity as an example. Students self-identifying as Filipino have the highest transfer rate at Cañada College. This group’s success rate becomes the reference group standard (100%) for evaluating the other age subgroups in term of the 80% Index. The success rate of students self-identifying as African American is = 40.7%. This figure is 77.0% of the reference group’s success rate of 52.9%. Hence, their 80% Index = 77.0% and is below the 80% rule--and could be considered suffering disproportionate impact.

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

**Summary:**

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

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

**Table E1: Transfer by population group**

		Transfer Ready Sum08,FA08,SP09	Transferred to a four-year institution		80% Index
			Count	Rate	
<b>Ethnicity</b>	African American	27	11	40.7%	77.0%
	American Indian/Alaskan Native	3	2	66.7%	125.9%
	Asian	54	18	33.3%	63.0%
	<i>Filipino</i>	17	9	52.9%	100.0%
	Hispanic	295	92	31.2%	58.9%
	Multi Races	0	0	--	--
	Pacific Islander	17	2	11.8%	22.2%
	White	314	156	49.7%	93.8%
	Unknown	96	47	49.0%	92.5%
	Total	823	337	40.9%	77.3%
<b>Gender</b>	<i>Female</i>	442	189	42.8%	100.0%
	Male	364	143	39.3%	91.9%
	Not recorded	17	5	29.4%	68.8%
	Total	823	337	40.9%	95.8%

		Transfer Ready Sum08,FA08,SP09	Transferred to a four-year institution		80% Index
			Count	Rate	
<b>Age</b>	<i>Younger than 20</i>	319	138	43.3%	100.0%
	20 - 24	330	138	41.8%	96.7%
	<b>25 - 29</b>	<b>82</b>	<b>27</b>	<b>32.9%</b>	<b>76.1%</b>
	30 - 39	46	17	37.0%	85.4%
	40 - 49	22	9	40.9%	94.6%
	50 - 59	16	6	37.5%	86.7%
	<b>60 and older</b>	<b>3</b>	<b>0</b>	<b>0.0%</b>	<b>0.0%</b>
	Total	818	335	41.0%	94.7%
<b>Disability Status</b>	<i>Receives DSPS services</i>	52	24	46.2%	100.0%
	No DSPS services	798	322	40.4%	87.4%
	Total	850	346	40.7%	88.2%
<b>Economic Status</b>	Low income student	409	154	37.7%	85.2%
	<i>Not low income</i>	412	182	44.2%	100.0%
	Total	821	336	40.9%	92.6%
<b>Probation 1 Status</b>	<b>On probation 1 status</b>	<b>25</b>	<b>7</b>	<b>28.0%</b>	<b>67.7%</b>
	<i>Not on probation 1 status</i>	796	329	41.3%	100.0%
	Total	821	336	40.9%	99.0%
<b>Probation 2 Status</b>	On probation 2 status	23	8	34.8%	84.6%
	<i>Not on probation 2 status</i>	798	328	41.1%	100.0%
	Total	821	336	40.9%	99.6%

		Transfer Ready Sum08,FA08,SP09	Transferred to a four-year institution		80% Index
			Count	Rate	
<b>Dismissal Status</b>	<b>On dismissal status</b>	<b>2</b>	<b>0</b>	<b>0.0%</b>	<b>0.0%</b>
	<i>Not on dismissal status</i>	<i>819</i>	<i>336</i>	<i>41.0%</i>	<i>100.0%</i>
	<b>Total</b>	<b>821</b>	<b>336</b>	<b>40.9%</b>	<b>99.8%</b>

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

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

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

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

## GOALS AND ACTIVITIES

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

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

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

## A. Access

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

### Goal A.

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

#### *Activity A.1*

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

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

Responsible Party: Outreach Coordinator and SparkPoint Director

Completion Date: 2017

#### **Expected Outcome A1**

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

#### *Activity A.2.*

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

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

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

Responsible Party: Dean of Counseling

Completion Date: 2017

**Expected Outcome A:**

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

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



## B. Course Completion

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

### Goal B.

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

#### *Activity B.1*

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

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

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

Responsible Party: ACES Committee

Completion Date: 2017

#### **Expected Outcome B.1**

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

*Activity B.2*

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

Responsible Party: Dean of Counseling

Completion Date: 2017

**Expected Outcome B.2:**

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

## C. ESL and Basic Skills Completion

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

### Goal C.

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

#### *Activity C.1*

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

Responsible Party: ACES Coordinators and Director of Learning Resources

Completion Date: 2017

#### **Expected Outcome C.1:**

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

#### *Activity C. 2*

**Provide intensive student support services to the target population groups.**

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

Responsible Party: Director of SparkPoint

Completion Date: 2017

#### **Expected Outcome C.2:**

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

### *Activity C.3*

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

Responsible Party: Math and English faculty

Completion Date: 2016

### **Expected Outcome C.3**

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

## D. Degree and Certificate Completion

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

Goal D.

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

### *Activity D.1*

**Identify successful pathways of students completing certificates and degrees.**

Responsible Party: ACES

Completion Date: 2017

#### **Expected Outcome D.1**

- Identify successful pathways of students.

### *Activity D.2*

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

Responsible Party: Office of PRIE

Completion Date: 2017

#### **Expected Outcome D.2**

- Track and monitor the completion rates in degrees and certificates

### *Activity D.3*

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

Responsible Party: Deans

Completion Date: 2017

#### **Expected Outcome D.3**

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

## E. Transfer

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

### Goal E.

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

#### *Activity E.1*

**Identify successful pathways of students completing transfer.**

Responsible Party: ACES

Completion Date: 2017

#### **Expected Outcome E.1**

- Identify successful pathways of students.

#### *Activity E.2*

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

Responsible Party: Office of PRIE

Completion Date: 2017

#### **Expected Outcome E.2**

- Track and monitor the transfer rates or numbers

#### *Activity E.3*

**Increase numbers or rates of transfer for all groups.**

Responsible Party: Deans

Completion Date: 2017

#### **Expected Outcome E.3**

- Increased transfer numbers or rate for all groups.

## BUDGET

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

Year 1 Budget Estimate:

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

## EVALUATION SCHEDULE AND PROCESS

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

### A. Access

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

#### Goal A.

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

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

Completed by: Annually

Responsible Parties:

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

### B. Course Completion

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

#### Goal B.

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

Evaluation:

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

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

Completed by: Annually

Responsible Parties: ACES Committee and Coordinators



### C. ESL and Basic Skills Completion

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

Goal C:

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

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

Completed by: Annually

Responsible Parties:

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

### D. Degree and Certificate Completion

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

Goal D.

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

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

Completed by: Annually

Responsible Parties:

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

### E. Transfer

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

Goal E.

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

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

Completed by: Annually

Responsible Parties:

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

# **College of San Mateo Student Equity Plan**



**November 2014**

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## COLLEGE OF SAN MATEO STUDENT EQUITY PLAN

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***College of San Mateo  
Student Equity Plan  
Signature Page***

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

**Date Approved by Board of Trustees:** \_\_\_\_\_

**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

**Student Equity Coordinator/Contact Person:** Dr. Henry Villareal

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## Executive Summary

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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*

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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.

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## Campus-Based Research

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**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%	<b>1.04</b>
American Indian/ Alaska Native	0.2%	25	0.3%	<b>1.56</b>
Asian	26.4%	2,100	21.8%	<b>0.82</b>
Hispanic	23.3%	2,088	21.6%	<b>0.93</b>
Multi races	2.3%	1,393	14.4%	<b>6.20</b>
Pacific Islander	1.4%	235	2.4%	<b>1.77</b>
White	43.7%	3,541	36.7%	<b>0.84</b>
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		P Index
	Count	Percent	Count	Percent	
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			P Index
	Total	With a disability	Pct with a disability	Total	With a disability	Pct with a disability	
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			CSM Students Residing in San Mateo County			P Index
	Total	With Low Income		Total	With Low Income		
		Count	Percent		Count	Percent	
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	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		Total CSM Students	CSM Students Residing in San Mateo County		
		Count	Row Pct		Count	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

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**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**



#### **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 all 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
<b>Ethnicity</b>	<b>African American</b>	<b>2,066</b>	<b>1,221</b>	<b>59.1%</b>	<b>78.4%</b>
	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%
	<i>Unknown</i>	<i>2,785</i>	<i>2,100</i>	<i>75.4%</i>	<i>100.0%</i>
Total	47,717	33,290	69.8%	92.5%	
<b>Gender</b>	<i>Female</i>	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%
<b>Age</b>	<b>Younger than 20 years</b>	<b>12,802</b>	<b>8,419</b>	<b>65.8%</b>	<b>79.1%</b>
	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%
	<i>60 years and older</i>	<i>1,076</i>	<i>895</i>	<i>83.2%</i>	<i>100.0%</i>
	Total	47,693	33,275	69.8%	83.9%
<b>Disability Status</b>	<i>Receives DSPS services</i>	<i>4,764</i>	<i>3,341</i>	<i>70.1%</i>	<i>100.0%</i>
	No DSPS services	42,953	29,949	69.7%	99.4%
	Total	47,717	33,290	69.8%	99.5%
<b>Economic Status</b>	Low income student	10,300	6,528	63.4%	88.6%
	<i>Not low income</i>	<i>37,417</i>	<i>26,762</i>	<i>71.5%</i>	<i>100.0%</i>
	Total	47,717	33,290	69.8%	97.5%
<b>Academic Standing</b>	<i>Good academic standing</i>	<i>40,438</i>	<i>31,340</i>	<i>77.5%</i>	<i>100.0%</i>
	<b>Probation 1</b>	<b>3,918</b>	<b>959</b>	<b>24.5%</b>	<b>31.6%</b>
	<b>Probation 2</b>	<b>1,985</b>	<b>627</b>	<b>31.6%</b>	<b>40.8%</b>
	<b>Dismissed</b>	<b>1,376</b>	<b>364</b>	<b>26.5%</b>	<b>34.1%</b>
	Total	47,717	33,290	69.8%	90.0%
<b>Foster Youth</b>	<b>Foster youth</b>	<b>516</b>	<b>252</b>	<b>48.8%</b>	<b>69.7%</b>
	<i>Not foster youth</i>	<i>47,201</i>	<i>33,038</i>	<i>70.0%</i>	<i>100.0%</i>
	Total	47,717	33,290	69.8%	99.7%
<b>Veterans</b>	Veteran	1,282	883	68.9%	98.7%
	<i>Not a veteran</i>	<i>46,435</i>	<i>32,407</i>	<i>69.8%</i>	<i>100.0%</i>
	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.



## 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.

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



#### **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
<b>Ethnicity</b>	African American	63	28	44.4%	88.9%
	American Indian/Alaskan Native	**	**	**	100%
	Asian	150	67	44.7%	89.3%
	<b>Filipino</b>	<b>124</b>	<b>48</b>	<b>38.7%</b>	<b>77.4%</b>
	<b>Hispanic</b>	<b>314</b>	<b>109</b>	<b>34.7%</b>	<b>69.4%</b>
	<b>Multi Races</b>	<b>170</b>	<b>55</b>	<b>32.4%</b>	<b>64.7%</b>
	Pacific Islander	61	27	44.3%	88.5%
	<b>White</b>	<b>307</b>	<b>101</b>	<b>32.9%</b>	<b>65.8%</b>
	<b>Unknown</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>70.4%</b>
	Total	1,245	455	36.5%	73.1%
<b>Gender</b>	<i>Female</i>	518	196	37.8%	100.0%
	Male	698	251	36.0%	95.0%
	<b>Not recorded</b>	<b>29</b>	<b>8</b>	<b>27.6%</b>	<b>72.9%</b>
	Total	1,245	455	36.5%	96.6%
<b>Age</b>	Younger than 20	757	281	37.1%	82.5%
	<b>20 - 24</b>	<b>328</b>	<b>114</b>	<b>34.8%</b>	<b>77.2%</b>
	<b>25 - 29</b>	<b>63</b>	<b>20</b>	<b>31.7%</b>	<b>70.5%</b>
	30 - 39	43	18	41.9%	93.0%
	40 - 49	20	9	45.0%	100.0%
	<b>50 - 59</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>79.4%</b>
	<b>60 and older</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>0.0%</b>
	Total	1,227	447	36.4%	81.0%
<b>Disability Status</b>	<i>Receives DSPS services</i>	131	57	43.5%	100.0%
	No DSPS services	1,114	398	35.7%	82.1%
	Total	1,245	455	36.5%	84.0%
<b>Economic Status</b>	<i>Low income student</i>	510	198	38.8%	100.0%
	Not low income	735	257	35.0%	90.1%
	Total	1,245	455	36.5%	94.1%
<b>Probation 1 Status AY10-11</b>	On probation 1 status	353	121	34.3%	91.5%
	<i>Not on probation 1 status</i>	892	334	37.4%	100.0%
	Total	1,245	455	36.5%	97.6%
<b>Probation 2 Status AY10-11</b>	<i>On probation 2 status</i>	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%
<b>Dismissal Status AY10-11</b>	<b>On dismissal status</b>	<b>78</b>	<b>13</b>	<b>16.7%</b>	<b>44.0%</b>
	<i>Not on dismissal status</i>	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
<b>Foster Youth</b>	<b>Foster youth</b>	<b>14</b>	<b>4</b>	<b>28.6%</b>	<b>78.1%</b>
	<i>Not foster youth</i>	<i>1,231</i>	<i>451</i>	<i>36.6%</i>	<i>100.0%</i>
	Total	1,245	455	36.5%	99.7%
<b>Veterans</b>	<b>Veteran</b>	<b>34</b>	<b>9</b>	<b>26.5%</b>	<b>72.0%</b>
	<i>Not a veteran</i>	<i>1,211</i>	<i>446</i>	<i>36.8%</i>	<i>100.0%</i>
	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
<b>Ethnicity</b>	African American	**	**	**	0.0%
	American Indian/Alaskan Native	0	0	---	---
	<i>Asian</i>	60	30	50.0%	100.0%
	<b>Filipino</b>	**	**	**	75.0%
	<b>Hispanic</b>	40	12	30.0%	60.0%
	Multi Races	**	**	**	100.0%
	Pacific Islander	0	0	---	---
	White	14	6	42.9%	85.7%
	<b>Unknown</b>	**	**	**	72.2%
	Total	167	68	40.7%	81.4%
<b>Gender</b>	Female	84	33	39.3%	83.8%
	<i>Male</i>	64	30	46.9%	100.0%
	<b>Not recorded</b>	19	5	26.3%	56.1%
	Total	167	68	40.7%	86.9%
<b>Age</b>	<b>Younger than 20</b>	17	10	58.8%	58.8%
	<b>20 - 24</b>	40	20	50.0%	50.0%
	<b>25 - 29</b>	27	9	33.3%	33.3%
	<b>30 - 39</b>	30	10	33.3%	33.3%
	<b>40 - 49</b>	**	**	**	31.6%
	<b>50 - 59</b>	**	**	**	25.0%
	<i>60 and older</i>	**	**	**	100.0%
Total	139	58	41.7%	41.7%	
<b>Disability Status</b>	<i>Receives DSPTS services</i>	**	**	**	100.0%
	No DSPTS services	**	**	**	80.7%
	Total	167	68	40.7%	81.4%
<b>Economic Status</b>	<i>Low income student</i>	86	39	45.3%	100.0%
	<b>Not low income</b>	81	29	35.8%	78.9%
	Total	167	68	40.7%	89.8%
<b>Probation 1 Status AY10-11</b>	<b>On probation 1 status</b>	16	5	31.3%	74.9%
	<i>Not on probation 1 status</i>	151	63	41.7%	100.0%
	Total	167	68	40.7%	97.6%
<b>Probation 2 Status AY10-11</b>	On probation 2 status	**	**	**	91.7%
	<i>Not on probation 2 status</i>	**	**	**	100.0%
	Total	167	68	40.7%	99.6%
<b>Dismissal Status AY10-11</b>	On dismissal status	**	**	**	91.7%
	<i>Not on dismissal status</i>	**	**	**	100.0%
	Total	167	68	40.7%	99.6%

		Enrolled ESL 828 (unduplicated)	Progressed to ESL 400		
			Count	Row N %	80% Index
<b>Foster Youth</b>	Foster youth	0	---	---	---
	<i>Not foster youth</i>	167	68	40.7%	100.0%
	Total	167	68	40.7%	99.6%
<b>Veterans</b>	Veteran	**	**	**	0.0%
	<i>Not a veteran</i>	**	**	**	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	---	---
	<b>Asian</b>	<b>61</b>	<b>30</b>	<b>49.2%</b>	<b>49.2%</b>
	<i>Filipino</i>	**	**	**	100.0%
	<b>Hispanic</b>	<b>46</b>	<b>14</b>	<b>30.4%</b>	<b>30.4%</b>
	<b>Multi Races</b>	**	**	**	20.0%
	<b>Pacific Islander</b>	**	**	**	0.0%
	<b>White</b>	**	**	**	25.0%
	<b>Unknown</b>	**	**	**	<b>62.1%</b>
	Total	152	67	44.1%	44.1%
Gender	<b>Female</b>	<b>81</b>	<b>29</b>	<b>35.8%</b>	<b>53.7%</b>
	<b>Male</b>	<b>53</b>	<b>26</b>	<b>49.1%</b>	<b>73.6%</b>
	<i>Not recorded</i>	18	12	66.7%	100.0%
	Total	152	67	44.1%	66.1%
Age	<i>Younger than 20</i>	**	**	**	100.0%
	<b>20 - 24</b>	<b>34</b>	<b>14</b>	<b>41.2%</b>	<b>41.2%</b>
	<b>25 - 29</b>	**	**	**	<b>42.9%</b>
	<b>30 - 39</b>	<b>34</b>	<b>14</b>	<b>41.2%</b>	<b>41.2%</b>
	<b>40 - 49</b>	<b>16</b>	<b>2</b>	<b>12.5%</b>	<b>12.5%</b>
	<b>50 - 59</b>	**	**	**	33.3%
	<b>60 and older</b>	**	**	**	0.0%
	Total	128	51	39.8%	39.8%
Disability Status	<b>Receives DSPS services</b>	**	**	**	<b>56.1%</b>
	<i>No DSPS services</i>	148	66	44.6%	100.0%
	Total	152	67	44.1%	98.8%
Economic Status	Low income student	66	26	39.4%	82.6%
	<i>Not low income</i>	86	41	47.7%	100.0%
	Total	152	67	44.1%	92.5%
Probation 1 Status AY10-11	<b>On probation 1 status</b>	**	**	**	<b>74.5%</b>
	<i>Not on probation 1 status</i>	**	**	**	100.0%
	Total	152	67	44.1%	98.5%
Probation 2 Status AY10-11	<b>On probation 2 status</b>	**	**	**	<b>75.3%</b>
	<i>Not on probation 2 status</i>	**	**	**	100.0%
	Total	152	67	44.1%	99.5%
Dismissal Status AY10-11	<i>On dismissal status</i>	**	**	**	100.0%
	<b>Not on dismissal status</b>	**	**	**	<b>72.6%</b>
	Total	152	67	44.1%	73.5%
	Foster youth	0	---	---	---

		Enrolled ESL 400 (unduplicated)	Progressed to ENGL 100		
			Count	Row N %	80% Index
<b>Foster Youth</b>	<i>Not foster youth</i>	152	67	44.1%	<b>100.0%</b>
	Total	152	67	44.1%	100.0%
<b>Veterans</b>	<i>Veteran</i>	**	**	**	100.0%
	<b>Not a veteran</b>	**	**	**	<b>65.4%</b>
	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
<b>Ethnicity</b>	African American	43	15	34.9%	80.1%
	American Indian/Alaskan Native	0	0	---	---
	<b>Asian</b>	<b>53</b>	<b>17</b>	<b>32.1%</b>	<b>73.7%</b>
	<i>Filipino</i>	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%
<b>Gender</b>	<i>Female</i>	402	163	40.5%	100.0%
	Male	407	158	38.8%	95.7%
	<b>Not recorded</b>	<b>17</b>	<b>2</b>	<b>11.8%</b>	<b>29.0%</b>
	Total	826	323	39.1%	96.4%
<b>Age</b>	Younger than 20	332	152	45.8%	91.6%
	<b>20 - 24</b>	<b>261</b>	<b>92</b>	<b>35.2%</b>	<b>70.5%</b>
	<b>25 - 29</b>	<b>86</b>	<b>27</b>	<b>31.4%</b>	<b>62.8%</b>
	<b>30 - 39</b>	<b>79</b>	<b>28</b>	<b>35.4%</b>	<b>70.9%</b>
	<b>40 - 49</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>70.6%</b>
	<i>50 - 59</i>	20	10	50.0%	100.0%
	60 and older	**	**	**	0.0%
	Total	813	321	39.5%	79.0%
<b>Disability Status</b>	Receives DSPS services	93	35	37.6%	95.8%
	<i>No DSPS services</i>	733	288	39.3%	100.0%
	Total	826	323	39.1%	99.5%
<b>Economic Status</b>	<i>Low income student</i>	341	146	42.8%	100.0%
	Not low income	485	177	36.5%	85.2%
	Total	826	323	39.1%	91.3%
<b>Probation 1 Status AY10-11</b>	On probation 1 status	180	61	33.9%	83.6%
	<i>Not on probation 1 status</i>	646	262	40.6%	100.0%
	Total	826	323	39.1%	96.4%
<b>Probation 2 Status AY10-11</b>	<b>On probation 2 status</b>	<b>96</b>	<b>28</b>	<b>29.2%</b>	<b>72.2%</b>
	<i>Not on probation 2 status</i>	730	295	40.4%	100.0%
	Total	826	323	39.1%	96.8%
<b>Dismissal Status AY10-11</b>	<b>On dismissal status</b>	<b>60</b>	<b>10</b>	<b>16.7%</b>	<b>40.8%</b>
	<i>Not on dismissal status</i>	766	313	40.9%	100.0%
	Total	826	323	39.1%	95.7%
	Foster youth	**	**	**	51.0%

		Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		
			Count	Row N %	80% Index
<b>Foster Youth</b>	<i>Not foster youth</i>	**	**	**	100.0%
	Total	826	323	39.1%	99.7%
<b>Veterans</b>	<i>Veteran</i>	<b>38</b>	<b>10</b>	<b>26.3%</b>	<b>66.2%</b>
	<b>Not a veteran</b>	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
<b>Ethnicity</b>	<b>African American</b>	<b>50</b>	<b>17</b>	<b>34.0%</b>	<b>72.2%</b>
	<b>American Indian/Alaskan Native</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>35.4%</b>
	<i>Asian</i>	<i>104</i>	<i>49</i>	<i>47.1%</i>	<i>100.0%</i>
	Filipino	80	36	45.0%	95.5%
	Hispanic	265	116	43.8%	92.9%
	Multi Races	98	45	45.9%	97.5%
	<b>Pacific Islander</b>	<b>29</b>	<b>7</b>	<b>24.1%</b>	<b>51.2%</b>
	White	329	136	41.3%	87.7%
	Unknown	**	**	**	81.6%
	Total	1,026	432	42.1%	89.4%
<b>Gender</b>	<i>Female</i>	<i>469</i>	<i>200</i>	<i>42.6%</i>	<i>100.0%</i>
	Male	527	223	42.3%	99.2%
	<b>Not recorded</b>	<b>30</b>	<b>9</b>	<b>30.0%</b>	<b>70.4%</b>
	Total	1,026	432	42.1%	98.7%
<b>Age</b>	<i>Younger than 20</i>	<i>382</i>	<i>185</i>	<i>48.4%</i>	<i>100.0%</i>
	20 - 24	375	148	39.5%	81.5%
	25 - 29	106	46	43.4%	89.6%
	<b>30 - 39</b>	<b>88</b>	<b>30</b>	<b>34.1%</b>	<b>70.4%</b>
	<b>40 - 49</b>	<b>41</b>	<b>12</b>	<b>29.3%</b>	<b>60.4%</b>
	<b>50 - 59</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>41.3%</b>
	<b>60 and older</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>0.0</b>
	Total	1,005	423	42.1%	86.9%
<b>Disability Status</b>	<i>Receives DSPTS services</i>	<i>100</i>	<i>53</i>	<i>53.0%</i>	<i>100.0%</i>
	<b>No DSPTS services</b>	<b>926</b>	<b>379</b>	<b>40.9%</b>	<b>77.2%</b>
	Total	1,026	432	42.1%	79.4%
<b>Economic Status</b>	<i>Low income student</i>	<i>390</i>	<i>168</i>	<i>43.1%</i>	<i>100.0%</i>
	Not low income	636	264	41.5%	96.4%
	Total	1,026	432	42.1%	97.7%
<b>Probation 1 Status AY10-11</b>	<b>On probation 1 status</b>	<b>180</b>	<b>62</b>	<b>34.4%</b>	<b>78.8%</b>
	<i>Not on probation 1 status</i>	<i>846</i>	<i>370</i>	<i>43.7%</i>	<i>100.0%</i>
	Total	1,026	432	42.1%	96.3%
<b>Probation 2 Status AY10-11</b>	<b>On probation 2 status</b>	<b>90</b>	<b>26</b>	<b>28.9%</b>	<b>66.6%</b>
	<i>Not on probation 2 status</i>	<i>936</i>	<i>406</i>	<i>43.4%</i>	<i>100.0%</i>
	Total	1,026	432	42.1%	97.1%
<b>Dismissal Status AY10-11</b>	<b>On dismissal status</b>	<b>47</b>	<b>7</b>	<b>14.9%</b>	<b>34.3%</b>
	<i>Not on dismissal status</i>	<i>979</i>	<i>425</i>	<i>43.4%</i>	<i>100.0%</i>
	Total	1,026	432	42.1%	97.0%



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

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**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) and 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) and

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 and Certificate Completion of Degree-Seeking Students, Fall 2010 – Spring 2014**

		Headcount (unduplicated)	Any Award Completion		
			Count	Rate	80% Index
<b>Ethnicity</b>	<b>African American</b>	<b>54</b>	<b>16</b>	<b>29.6%</b>	<b>79.0%</b>
	<i>American Indian/Alaskan Native</i>	**	**	**	100.0%
	Asian	187	64	34.2%	91.3%
	<b>Filipino</b>	<b>124</b>	<b>30</b>	<b>24.2%</b>	<b>64.5%</b>
	Hispanic	342	106	31.0%	82.7%
	<b>Multi Races</b>	<b>129</b>	<b>25</b>	<b>19.4%</b>	<b>51.7%</b>
	<b>Pacific Islander</b>	<b>45</b>	<b>10</b>	<b>22.2%</b>	<b>59.3%</b>
	<b>White</b>	<b>409</b>	<b>116</b>	<b>28.4%</b>	<b>75.6%</b>
	<b>Unknown</b>	**	**	**	<b>67.1%</b>
	Total	1,407	395	28.1%	74.9%
<b>Gender</b>	<i>Female</i>	664	228	34.3%	100.0%
	<b>Male</b>	<b>686</b>	<b>160</b>	<b>23.3%</b>	<b>67.9%</b>
	<b>Not recorded</b>	<b>111</b>	<b>23</b>	<b>20.7%</b>	<b>60.3%</b>
	Total	1,461	411	28.1%	81.9%
<b>Age</b>	<b>Younger than 20 years</b>	<b>390</b>	<b>79</b>	<b>20.3%</b>	<b>43.7%</b>
	<b>20 – 24 years</b>	<b>541</b>	<b>171</b>	<b>31.6%</b>	<b>68.2%</b>
	<b>25 – 29 years</b>	<b>180</b>	<b>48</b>	<b>26.7%</b>	<b>57.5%</b>
	<b>30 – 39 years</b>	<b>140</b>	<b>46</b>	<b>32.9%</b>	<b>70.8%</b>
	<i>40 – 49 years</i>	69	32	46.4%	100.0%
	<i>50 – 59 years</i>	**	**	**	86.3%
	<b>60 years and older</b>	**	**	**	27.0
	Total	1,368	393	28.7%	61.9%
<b>Disability Status</b>	Receives DSPS services	147	41	27.9%	99.1%
	<i>No DSPS services</i>	1314	370	28.2%	100.0%
	Total	1,461	411	28.1%	99.9%
<b>Economic Status</b>	<i>Low income student</i>	596	184	30.9%	100.0%
	Not low income	865	227	26.2%	85.0%
	Total	1,461	411	28.1%	91.1%
<b>Foster Youth</b>	<b>Foster youth</b>	<b>12</b>	<b>1</b>	<b>8.3%</b>	<b>29.3%</b>
	<i>Not foster youth</i>	1,449	410	28.3%	100.0%
	Total	1,461	411	28.1%	99.3%
<b>Veterans</b>	<i>Veteran</i>	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
<b>Ethnicity</b>	<i>African American</i>	54	15	27.8%	100.0%
	American Indian/Alaskan Native	**	**	**	90.0%
	Asian	187	49	26.2%	94.3%
	<b>Filipino</b>	<b>124</b>	<b>26</b>	<b>21.0%</b>	<b>75.5%</b>
	Hispanic	342	89	26.0%	93.7%
	<b>Multi Races</b>	<b>129</b>	<b>20</b>	<b>15.5%</b>	<b>55.8%</b>
	<b>Pacific Islander</b>	<b>45</b>	<b>9</b>	<b>20.0%</b>	<b>72.0%</b>
	White	409	91	22.2%	80.1%
	<b>Unknown</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>72.9%</b>
	Total	1,407	319	22.7%	81.6%
<b>Gender</b>	<i>Female</i>	664	191	28.8%	100.0%
	<b>Male</b>	<b>686</b>	<b>128</b>	<b>18.7%</b>	<b>64.9%</b>
	<b>Not recorded</b>	<b>111</b>	<b>15</b>	<b>13.5%</b>	<b>47.0%</b>
	Total	1,461	334	22.9%	79.5%
	<b>Younger than 20 years</b>	<b>390</b>	<b>66</b>	<b>16.9%</b>	<b>44.9%</b>
	<b>20 – 24 years</b>	<b>541</b>	<b>145</b>	<b>26.8%</b>	<b>71.1%</b>
	<b>25 – 29 years</b>	<b>180</b>	<b>38</b>	<b>21.1%</b>	<b>56.0%</b>
	<b>30 – 39 years</b>	<b>140</b>	<b>36</b>	<b>25.7%</b>	<b>68.2%</b>
	<i>40 – 49 years</i>	69	26	37.7%	100.0%
	<b>50 – 59 years</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>73.0%</b>
	<b>60 years and older</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>33.2%</b>
	Total	1,368	323	23.6%	62.7%
<b>Disability Status</b>	Receives DSPS services	147	28	19.0%	81.8%
	<i>No DSPS services</i>	1314	306	23.3%	100.0%
	Total	1,461	334	22.9%	98.2%
<b>Economic Status</b>	<i>Low income student</i>	596	146	24.5%	100.0%
	Not low income	865	188	21.7%	88.7%
	Total	1,461	334	22.9%	93.3%
<b>Foster Youth</b>	Foster youth	12	1	8.3%	36.1%
	<i>Not foster youth</i>	1,449	333	23.0%	100.0%
	Total	1,461	334	22.9%	99.6%
<b>Veterans</b>	<i>Veteran</i>	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 and Certificate Completion of Certificate-Seeking Students, Fall 2010 – Spring 2014**

		Headcount (unduplicated)	Any Award Completion		
			Count	Rate	80% Index
<b>Ethnicity</b>	<b>African American</b>	**	**	**	<b>0.0%</b>
	<b>American Indian/Alaskan Native</b>	**	**	**	<b>0.0%</b>
	<b>Asian</b>	**	**	**	<b>22.2%</b>
	<b>Filipino</b>	**	**	**	<b>0.0%</b>
	<b>Hispanic</b>	**	**	**	<b>25.0%</b>
	<i>Multi Races</i>	**	**	**	<i>100.0%</i>
	Pacific Islander	0	0	---	---
	<i>White</i>	21	9	42.9%	85.7%
	<i>Unknown</i>	**	**	**	<i>100.0%</i>
	Total	49	14	28.6%	57.1%
<b>Gender</b>	<b>Female</b>	**	**	**	<b>52.2%</b>
	<b>Male</b>	<b>24</b>	<b>7</b>	<b>29.2%</b>	<b>58.3%</b>
	<i>Not recorded</i>	**	**	**	<i>100.0%</i>
	Total	49	14	28.6%	57.1%
<b>Age</b>	<i>Younger than 20 years</i>	**	**	**	<i>100.0%</i>
	<b>20 – 24 years</b>	<b>11</b>	<b>2</b>	<b>18.2%</b>	<b>36.4%</b>
	<b>25 – 29 years</b>	**	**	**	<b>0.0%</b>
	30 – 39 years	11	5	45.5%	90.9%
	<b>40 – 49 years</b>	**	**	**	<b>54.5%</b>
	<b>50 – 59 years</b>	<b>10</b>	<b>2</b>	<b>20.0%</b>	<b>40.0%</b>
	<b>60 years and older</b>	<b>0</b>	<b>0</b>	---	---
	Total	48	13	27.1%	54.2%
<b>Disability Status</b>	<i>Receives DSPS services</i>	**	**	**	<i>100.0%</i>
	<i>No DSPS services</i>	**	**	**	<i>100.0%</i>
	Total	49	14	28.6%	100.0%
<b>Economic Status</b>	<b>Low income student</b>	<b>21</b>	<b>5</b>	<b>23.8%</b>	<b>74.1%</b>
	<i>Not low income</i>	28	9	32.1%	<i>100.0%</i>
	Total	49	14	28.6%	88.9%
<b>Foster Youth</b>	Foster youth	0	---	---	---
	Not foster youth	49	14	28.6%	100.0%
	Total	49	14	28.6%	100.0%
<b>Veterans</b>	<i>Veteran</i>	**	**	**	<i>100.0%</i>
	<b>Not a veteran</b>	**	**	**	<b>68.3%</b>
	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		
			Count	Rate	80% Index
<b>Ethnicity</b>	<b>African American</b>	**	**	**	<b>0.0%</b>
	<b>American Indian/Alaskan Native</b>	**	**	**	<b>0.0%</b>
	<b>Asian</b>	**	**	**	<b>22.2%</b>
	<b>Filipino</b>	**	**	**	<b>0.0%</b>
	<b>Hispanic</b>	**	**	**	<b>25.0%</b>
	<b>Multi Races</b>	**	**	**	<b>50.0%</b>
	Pacific Islander	0	0	---	---
	<b>White</b>	<b>21</b>	<b>8</b>	<b>38.1%</b>	<b>76.2%</b>
	<i>Unknown</i>	**	**	**	<i>100.0%</i>
	Total	49	12	24.5%	49.0%
<b>Gender</b>	<b>Female</b>	<b>23</b>	<b>6</b>	<b>26.1%</b>	<b>52.2%</b>
	<b>Male</b>	**	**	**	<b>41.7%</b>
	<i>Not recorded</i>	**	**	**	<i>100.0%</i>
	Total	49	12	24.5%	49.0%
<b>Age</b>	<i>Younger than 20 years</i>	**	**	**	<i>100.0%</i>
	<b>20 – 24 years</b>	<b>11</b>	<b>1</b>	<b>9.1%</b>	<b>18.2%</b>
	<b>25 – 29 years</b>	**	**	**	<b>0.0%</b>
	<b>30 – 39 years</b>	<b>11</b>	<b>4</b>	<b>36.4%</b>	<b>72.7%</b>
	<b>40 – 49 years</b>	<b>11</b>	<b>3</b>	<b>27.3%</b>	<b>54.5%</b>
	<b>50 – 59 years</b>	**	**	**	<b>40.0%</b>
	<b>60 years and older</b>	<b>0</b>	<b>0</b>	---	---
Total	48	11	22.9%	45.8%	
<b>Disability Status</b>	<i>Receives DSPS services</i>	**	**	**	<i>100.0%</i>
	No DSPS services	**	**	**	83.3%
	Total	49	12	24.5%	85.7%
<b>Economic Status</b>	<b>Low income student</b>	<b>21</b>	<b>3</b>	<b>14.3%</b>	<b>44.4%</b>
	<i>Not low income</i>	28	9	<i>32.1%</i>	<i>100.0%</i>
	Total	49	12	24.5%	76.2%
<b>Foster Youth</b>	Foster youth	0	---	---	---
	Not foster youth	49	12	24.5%	100.0%
	Total	49	12	24.5%	100.0%
<b>Veterans</b>	<i>Veteran</i>	**	**	**	80.0%
	Not a veteran	**	**	**	<i>100.0%</i>
	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.

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***CAMPUS-BASED RESEARCH***

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**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 and 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 and 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 after 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 and 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 after 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 not 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 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’ “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 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. 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 %	
<b>Ethnicity</b>	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%
	<i>Multi Races</i>	**	**	**	**	**	**	**	120.0%
	<i>Pacific Islander</i>	**	**	**	**	**	**	**	120.0%
	White	99	71	71.7%	10	10.1%	81	81.8%	98.2%
	<i>Unknown</i>	**	**	**	**	**	**	**	100.0%
	Total	276	187	67.8%	32	11.6%	219	79.3%	95.2%
<b>Gender</b>	<i>Female</i>	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%
<b>Age</b>	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%
<b>Disability Status</b>	Receives DSPTS services	16	11	68.8%	0	0.0%	11	68.8%	85.9%
	<i>No DSPTS services</i>	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%
<b>Economic Status</b>	<i>Low income student</i>	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%
	On probation 1 status	48	21	43.8%	4	8.3%	25	52.1%	61.2%



		Head- count	Transferred to 4-year		Degree/Certificat e with No Transfer		Total Completion		
			Count	Row %	Count	Row %	Count	Row %	80% Index
<b>Probation 1 Status AY08-09</b>	<i>Not on probation 1 status</i>	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%
<b>Probation 2 Status AY08-09</b>	On probation 2 status	27	8	29.6%	2	7.4%	10	37.0%	44.1%
	<i>Not on probation 2 status</i>	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%
<b>Dismissal Status AY08-09</b>	On dismissal status	11	3	27.3%	0	0.0%	3	27.3%	33.5%
	<i>Not on dismissal status</i>	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%
<b>Foster Youth</b>	<i>**Too few to report</i>								
<b>Veterans</b>	<i>**Too few to report</i>								

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 %	
<b>Ethnicity</b>	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%
<b>Gender</b>	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%
<b>Age</b>	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%
<b>Disability Status</b>	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%
<b>Economic Status</b>	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%
	On probation status	117	45	38.5%	12	10.3%	57	48.7%	60.2%

		Head- count	Transferred to 4-year		Degree/Certificat e with No Transfer		Total Completion		
			Count	Row %	Count	Row %	Count	Row %	80% Index
<b>Probation 1 Status AY08-09</b>	<i>Not on probation 1 status</i>	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%
<b>Probation 2 Status AY08-09</b>	On probation 2 status	84	23	27.4%	9	10.7%	32	38.1%	47.4%
	<i>Not on probation 2 status</i>	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%
<b>Dismissal Status AY08-09</b>	On dismissal status	45	10	22.2%	3	6.7%	13	28.9%	37.7%
	<i>Not on dismissal status</i>	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%
<b>Foster Youth</b>	<i>**Too few to report</i>								
<b>Veterans</b>	<i>**Too few to report</i>								

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		80% Index
			Count	Row %	Count	Row %	Count	Row %	
<b>Ethnicity</b>	<i>African American</i>	**	**	**	**	**	**	**	115.7%
	<i>American Indian/Alaska Native</i>	**	**	**	**	**	**	**	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%
	<i>Multi Races</i>	**	**	**	**	**	**	**	115.7%
	<i>Pacific Islander</i>	**	**	**	**	**	**	**	115.7%
	<i>White</i>	59	48	81.4%	3	5.1%	51	86.4%	100.0%
	Unknown	**	**	**	**	**	**	**	87.9%
	<b>Total</b>	187	139	74.3%	15	8.0%	154	82.4%	95.3%
<b>Gender</b>	<i>Female</i>	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%
	<b>Total</b>	187	139	74.3%	15	8.0%	154	82.4%	96.7%
<b>Age</b>	<i>Younger than 20</i>	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	---	---	---	---	---	---	---
	<b>Total</b>	184	136	73.9%	15	8.2%	151	82.1%	98.9%
<b>Disability Status</b>	Receives DSPS services	**	**	**	**	**	**	**	80.4%
	<i>No DSPS services</i>	**	**	**	**	**	**	**	100.0%
	<b>Total</b>	187	139	74.3%	15	8.0%	154	82.4%	99.4%
<b>Economic Status</b>	<i>Low income student</i>	51	35	68.6%	7	13.7%	42	82.4%	100.0%
	<i>Not low income</i>	136	104	76.5%	8	5.9%	112	82.4%	100.0%
	<b>Total</b>	187	139	74.3%	15	8.0%	154	82.4%	100.0%
	On probation status	28	14	50.0%	1	3.6%	15	53.6%	61.3%

		Head- count	Transferred to 4-year		Degree/Certificat e with No Transfer		Total Completion		80% Index
			Count	Row %	Count	Row %	Count	Row %	
<b>Probation 1 Status AY08-09</b>	<i>Not on probation 1 status</i>	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%
<b>Probation 2 Status AY08-09</b>	On probation 2 status	16	7	43.8%	0	0.0%	7	43.8%	50.9%
	<i>Not on probation 2 status</i>	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%
<b>Dismissal Status AY08-09</b>	On dismissal status	**	**	**	**	**	**	**	39.7%
	<i>Not on dismissal status</i>	**	**	**	**	**	**	**	100.0%
	Total	187	139	74.3%	15	8.0%	154	82.4%	98.1%
<b>Foster Youth</b>	<i>**Too few to report</i>								
<b>Veterans</b>	<i>**Too few to report</i>								

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
<b>Ethnicity</b>	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%
<b>Gender</b>	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%
<b>Age</b>	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%
<b>Disability Status</b>	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%
<b>Economic Status</b>	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%
	On probation status	101	43	42.6%	10	9.9%	53	52.5%	62.4%

		Head- count	Transferred to 4-year		Degree/Certificat e with No Transfer		Total Completion		
			Count	Row %	Count	Row %	Count	Row %	80% Index
<b>Probation 1 Status AY08-09</b>	<i>Not on probation 1 status</i>	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%
<b>Probation 2 Status AY08-09</b>	On probation 2 status	70	22	31.4%	9	12.9%	31	44.3%	53.6%
	<i>Not on probation 2 status</i>	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%
<b>Dismissal Status AY08-09</b>	On dismissal status	33	9	27.3%	3	9.1%	12	36.4%	46.1%
	<i>Not on dismissal status</i>	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%
<b>Foster Youth</b>	<i>**Too few to report</i>								
<b>Veterans</b>	<i>**Too few to report</i>								

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*.

“\*\*\*” 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.





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**CAMPUS-BASED RESEARCH**

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**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**  
**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 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. Academic Standing, Fall 2012 – Spring 2013**

	Total Headcount (unduplicated)	Probation 1		Probation 2		Dismissal		
		Count	Row N %	Count	Row N %	Count	Row N %	
<b>Ethnicity</b>	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%
<b>Gender</b>	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%
<b>Age</b>	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%
<b>Disability Status</b>	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%
<b>Economic Status</b>	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%
<b>Foster Youth</b>	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%
<b>Veterans</b>	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
<b>Ethnicity</b>	African American	479	415	86.6%	92.7%
	American Indian/Alaskan Native	27	23	85.2%	91.2%
	<i>Asian</i>	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%
<b>Gender</b>	<i>Female</i>	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%
<b>Age</b>	<b>Younger than 20</b>	<b>2,299</b>	<b>1,749</b>	<b>76.1%</b>	<b>76.8%</b>
	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%
	<i>60 and older</i>	417	413	99.0%	100.0%
	Total	12,854	11,613	90.3%	91.2%
<b>Disability Status</b>	<i>Receives DSPS services</i>	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%
<b>Economic Status</b>	Low income student	2,664	2,317	87.0%	95.4%
	<i>Not low income</i>	10,200	9,304	91.2%	100.0%
	Total	12,864	11,621	90.3%	99.0%
<b>Foster Youth</b>	Foster youth	126	99	78.6%	86.9%
	<i>Not foster youth</i>	12,738	11,522	90.5%	100.0%
	Total	12,864	11,621	90.3%	99.8%
<b>Veterans</b>	Veteran	342	306	89.5%	99.0%
	<i>Not a veteran</i>	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
<b>Ethnicity</b>	African American	479	437	91.2%	94.7%
	<i>American Indian/Alaskan Native</i>	27	26	96.3%	100.0%
	<i>Asian</i>	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%
<b>Gender</b>	<i>Female</i>	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%
<b>Age</b>	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%
	<i>60 and older</i>	417	412	98.8%	100.0%
	Total	12,854	12,135	94.4%	95.6%
<b>Disability Status</b>	Receives DSPS services	1,057	996	94.2%	99.8%
	<i>No DSPS services</i>	11,807	11,149	94.4%	100.0%
	Total	12,864	12,145	94.4%	100.0%
<b>Economic Status</b>	Low income student	2,664	2,474	92.9%	97.9%
	<i>Not low income</i>	10,200	9,671	94.8%	100.0%
	Total	12,864	12,145	94.4%	99.6%
<b>Foster youth</b>	Foster youth	126	116	92.1%	97.6%
	<i>Not foster youth</i>	12,738	12,029	94.4%	100.0%
	Total	12,864	12,145	94.4%	100.0%
<b>Veterans</b>	Veteran	342	319	93.3%	98.8%
	<i>Not a veteran</i>	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
<b>Ethnicity</b>	African American	479	449	93.7%	96.5%
	American Indian/Alaskan Native	27	26	96.3%	99.1%
	<i>Asian</i>	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%
<b>Gender</b>	<i>Female</i>	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%
<b>Age</b>	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%
	<i>60 and older</i>	417	413	99.0%	100.0%
	Total	12,854	12,252	95.3%	96.2%
<b>Disability Status</b>	Receives DSPTS services	1,057	996	94.2%	98.8%
	<i>No DSPTS services</i>	11,807	11,266	95.4%	100.0%
	Total	12,864	12,262	95.3%	99.9%
<b>Economic Status</b>	Low income student	2,664	2,514	94.4%	98.7%
	<i>Not low income</i>	10,200	9,748	95.6%	100.0%
	Total	12,864	12,262	95.3%	99.7%
<b>Foster Youth</b>	Foster youth	126	115	91.3%	95.7%
	<i>Not foster youth</i>	12,738	12,147	95.4%	100.0%
	Total	12,864	12,262	95.3%	99.7%
<b>Veterans</b>	<i>Veteran</i>	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.

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## Goals and Activities

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### 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”*

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#### 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.
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## 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.

## 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
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**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.

<b>Activity ID</b>	<b>Activity</b>	<b>Responsible person/group</b>	<b>Budget</b>	<b>Funding Source</b>
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		
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 bringing 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**

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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 be 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

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## Evaluation Schedule and Process

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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 bringing 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



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# Attachments

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*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 231 students 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 be 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.

#### CSM Student Ethnicity

	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).

<b>CSM Degrees and Certificates by Ethnicity Fall 2006 to Summer 2011</b>			<b>CSM Student Ethnicity Fall 2010</b>
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**

<b>Ethnicity</b>	<b>2001 - 02</b>		<b>2004 - 05</b>		<b>2009 - 10</b>	
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
<b>Total</b>	<b>654</b>	<b>100%</b>	<b>467</b>	<b>100%</b>	<b>378</b>	<b>100%</b>

(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, 447 in 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 reinstated 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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## Student Equity Plan



*Skyline College*  
**ACHIEVE**

3300 College Drive  
San Bruno, CA 94066  
[www.SkylineCollege.edu](http://www.SkylineCollege.edu)

Fall 2014



**San Mateo County Community College District**

**Skyline College**

**Student Equity Plan**

**November 14, 2014**

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# SKYLINE COLLEGE STUDENT EQUITY PLAN

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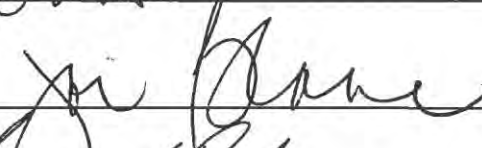
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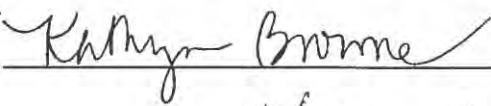
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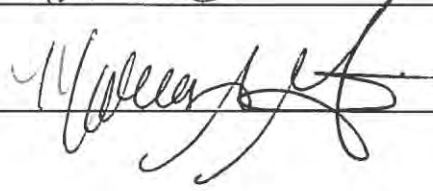
**District:** San Mateo Community College District **Date Approved by Board of Trustees:** November 24, 2014

**College President:**  \_\_\_\_\_  
*Dr. Regina Stanback Stroud*

**Vice President of Student Services:**  \_\_\_\_\_  
*Dr. Joi Lin Blake*

**Vice President of Instruction:**  \_\_\_\_\_  
*Dr. Sarah Perkins*

**Academic Senate President:**  \_\_\_\_\_  
*Kathryn Browne*

**Student Equity Coordinator/Contact Person:**  \_\_\_\_\_  
*Dr. Angélica Garcia, Dean of Counseling*

# Executive Summary



“The Skyline College Comprehensive Diversity Framework both begins and ends with the firm conviction that educational access is both a right and one of the greatest hopes for humankind.”

Dr. Regina Stanback Stroud  
Comprehensive Diversity Framework for Realizing Equity and Excellence, Fall 2013

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## Executive Summary

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The following provides the background on the impetus for the Student Equity Plan for Skyline College.

*Since 2012, the Student Success Act has served as the impetus to review and update the student equity planning process. In December of 2012, the Chancellor's Office convened a Student Equity Workgroup, made up of representatives of community college stakeholders across the state with members from the Academic Senate for the CCCs, Career Technical Education, Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, Equity Coordinators, Researchers, and the Student Senate for the CCCs. The Workgroup was responsible for reviewing and updating the student equity planning process in light of the new student success legislation and Title 5 regulations. SB 1456 requires colleges to coordinate the development of the Student Success and Support Program (SSSP) Plan with the Student Equity Plan to ensure that each college has identified strategies to address and monitor equity issues as well as attempt to mitigate any disproportionate impact on student access and achievement. Colleges were further required to coordinate interventions or services to students at risk of academic progress or probation (Title 5, §55100). ... Doing so, will help colleges adopt an institution-wide, holistic approach to planning, budgeting, and delivery of instruction and services to support equity in student access and success. The plan is required for American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. (Title 5, §54220). The student equity plan contains student success indicators (metrics) as they relate to the Board of Governors policy on student equity implementation for each college. In addition, recent revisions to the California Education Code (Sec. 78216) resulting from passage of the Student Success Act (SB 1456) requires that college Student Success and Support Program plans be coordinated with college Student Equity plans. (From: Memorandum, March 11, 2014, California Community Colleges, Chancellor's Office, Linda Michalowski, Vice Chancellor, Student Services and Special Programs Division)*

The Student Equity Plan follows a robust period of intensive work at Skyline College beginning in 2005 to address issues of diversity and equity in the pursuit of institutional effectiveness. This work resulted in the development of our **Comprehensive Diversity Framework** (See Appendix A). After completing a campus wide, comprehensive, and community informed process over the course of two years, our Comprehensive Diversity Framework aligns directly with our current Student Equity Plan. Our understandings of student success, access, equity, and diversity—among others—have grown more nuanced and intersectional, as have our strategies and tools for inquiry and for achieving our vision.

The students first philosophy that drives the Mission-Vision-Values and Goals of the College is deeply grounded in a “strengths framework” that understands diversity as value added rather than something to be “overcome” or “transcended” and as a necessary starting point rather than the entire goal. In order to create an equitable and rigorous educational environment, the value of diversity must go beyond celebration and be embedded in policy and practice, be reflected throughout the institution, and address equitable impact as well as intent.

The current Student Equity Plan process called on us to conduct Campus-Based Research in the five success indicators: A) Access, B) Course Completion, C) ESL/Basic Skills Completion, D)

Certificates and Degrees Awarded, and E) Transfer. Conducting campus-based research in these areas has refocused our efforts to address the disproportionate impact that some of our student groups experience in their education. The identified goals in each success indicator are data driven and the activities listed include the comprehensive input from faculty, staff, and students.

### **Access**

**GOAL A.1.** Skyline College will achieve proportional population representation at the 80% index across all races/ethnicities by the 2017-2018 academic year. Skyline College will continue to increase access for all ethnicities, but will develop targeted activities for the disproportionately impacted groups, African American and Latino students.

**GOAL A.2.** Increase foster youth student population by 20% by the 2017-2018 academic year.

### **Course Completion**

**GOAL B.1.** To increase success rates in credit courses at the 80% index or higher for the disproportionately impacted students who identify as African American, Pacific Islander, or Latino.

**GOAL B.2.** To increase the rates of course completion for students on academic probation and dismissal to the 80% index or higher.

### **ESOL/Basic Skills Completion**

**GOAL C.1.** Increase the number of Basic Skills students who succeed through Transfer-level English 100 to the 80% index or higher.

**GOAL C.2.** Increase the percentage of basic skills students who progress and complete the next level in the math sequence successfully at the 80% index or higher.

**GOAL C.3.** Increase the percentage of ESOL 830 and 840 students who complete ESOL 400 successfully at the 80% index or higher.

### **Degree and Certificate Completion**

**GOAL D.1.** Increase certificate and degree completion among disproportionately impacted student populations to the 80% index or higher.

### **Transfer**

**GOAL E.1.** Increase the number of disproportionately impacted students that transfer to four-year institutions at the 80% index or higher

**GOAL E.2.** Develop a data informed tracking system for a student equity transfer model.

Skyline College's equity plan includes the implementation of activities that range from direct student support, such as instruction, tutoring, workshops, and counseling, as well as professional development activities that are specific to faculty and staff. There is significant planning to provide

professional development opportunities for faculty and staff as needed in each success indicator. These professional development opportunities will be directed by the Center for Transformative Teaching and Learning (CTTL) faculty and staff and will be made available to all full- and part-time faculty and staff, as well as for those working in the evenings or in the distance education programs. Additionally, while the equity plan addresses the disproportionate impact among students in the success indicators, Skyline College will continue to sustain the academic instruction and support services provided through those departments and programs that are not specifically geared towards certificate, degree, or transfer completion, as there are many students attending Skyline College for personal enrichment.

Upon evaluation, Skyline College will be able to measure our success by ensuring that diversity and equity at all levels of the institution reflects Skyline College's mission-vision-values, and strategic goals and priorities, enriches curricular content and pedagogical approaches, deepens critical thinking, enhances cultural fluency, strengthens campus community, and increases student success. (Skyline College, Comprehensive Diversity Framework, p. 5). This plan underscores the College's commitment to student equity and responds to the economic and intellectual development of all communities served.

The contact person for the Student Equity Plan is Dr. Angélica Garcia, Dean of Counseling/Advising and Matriculation.

# Campus-Based Research



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## **Campus-Based Research (CBR)**

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Skyline College has a strong foundation of Campus-Based Research (CBR) to support student equity. Equitable outcomes with regard to access, student learning, success, and achievement have long been a focus of Skyline College, its faculty, administration, and staff. In general, the CBR included in this Student Equity Plan reinforces the need for continued action to address issues of equity. Disproportionate impact is evidenced for each of the five areas of Access, Course Completion, ESOL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. Although groups that appear to be disproportionately impacted vary across the five areas, our CBR shows that new and continued activities and resources must be directed to address those who are impacted.

The CBR included in the plan is considered the first step in addressing issues of student equity. Where disproportionate impact is identified in each section below, additional inquiry and analysis will be needed to inform the specific activities that are implemented to address that impact. Further disaggregation of data, the incorporation of qualitative approaches to understanding current barriers, and targeted evaluation of specific activities are planned as part of a comprehensive approach to addressing the identified gaps in student equity. As a clearer understanding is achieved, activities will be targeted and refined, and additional activities will be developed and implemented.

Each section below begins with a description of the CBR that informed the development of the plan, the criteria used to identify disproportionate impact, and the areas that demand greater attention based on that identified impact.

When an option presents, this plan will use the term “Latino” instead of the term, “Hispanic.”

## CAMPUS-BASED RESEARCH (CBR)

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**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.

### Overview

Central to the mission of the community college system is providing open access to higher education. Skyline College is committed to providing this access to the communities it serves. Based on both the CBR presented below and the criteria described to determine disproportionate impact, there are two primary groups that are underrepresented at Skyline College based on the surrounding community's characteristics: Latino and White, non-Latino students. Common throughout contemporary higher education, the underrepresentation of Latino students demands greater focus, attention, and efforts. Our CBR revealed a surprising finding which is the underrepresentation of White, non-Latino students. The reasons for this are potentially varied and as of yet undetermined. Areas for further exploration include the impact of lower socioeconomic status on Access, as well as alternative attendance at 4-year institutions of higher learning, both of which could be impacting the data on Access for White students, as well as others.

### Data Included:

- Table A1: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, Fall 2012 – Spring 2013
- Table A2: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, Fall 2012 – Spring 2013
- Table A3: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Age, Fall 2012 – Spring 2013
- Table A4: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, Fall 2012 – Spring 2013
- Table A5: Comparison of Skyline Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, Fall 2012 – Spring 2013

### Key Findings:

- The proportional enrollment of all San Mateo County residents enrolling at Skyline is presented in Tables 1-5. 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. Veterans
  7. Foster Youth
- The key reference indicator for access is the "P Index", where a value of 1.00 = identical proportionality (See Appendix B). That is, if a specific population comprised 10.0% of all San Mateo County residents and that same population comprised 10.0% of all Skyline 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 Skyline’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 be informed by the Skyline 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 = 6.36 for Skyline students aged 20 – 24 to a P Index = 0.12 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of Skyline’s programs, services, and the larger college participation rates of these 2 groups.
- Based on this methodology, both Latino and African American residents are seen as underrepresented among the student body at Skyline College.

**Table A1: Access by race/ethnicity**

	San Mateo County Residents		Skyline College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	611,022		9,969		
African American	16,070	2.6%	235	2.4%	<b>0.91</b>
American Indian/ Alaskan Native	1,003	0.2%	16	0.2%	<b>0.80</b>
Asian	165,048	27.0%	3,298	33.1%	<b>1.23</b>
Hispanic	142,187	23.3%	1,999	20.1%	<b>0.86</b>
Multi races	14,661	2.4%	1,815	18.2%	<b>7.59</b>
Pacific Islander	8,317	1.4%	166	1.7%	<b>1.19</b>
White	263,736	43.2%	2,166	21.7%	<b>0.50</b>
Other	N/A	N/A	N/A	0.0%	--
Unknown	N/A	N/A	274	2.7%	--

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2013 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database (2012/13).

**Table A2: Access by Gender**

	San Mateo County Residents		Skyline College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	611,022		9,969		
Male	298,662	48.9%	4481	44.9%	<b>0.92</b>
Female	312,360	51.1%	5271	52.9%	<b>1.03</b>
Unrecorded	N/A	N/A	217	2.2%	--

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

**Table A3: Access by Age**

	San Mateo County Residents		Skyline College Students Residing in San Mateo County		
	Count	Percent	Count	Percent	P index
Total 15 years and older	611,022		9,969		
15 to 19 years	40,913	6.7%	2132	21.4%	<b>3.19</b>
20 to 24 years	41,625	6.8%	3891	39.0%	<b>5.73</b>
25 to 29 years	49,603	8.1%	1424	14.3%	<b>1.76</b>
30 to 39 years	108,606	17.8%	1,183	11.9%	<b>0.67</b>
40 to 49 years	111,108	18.2%	609	6.1%	<b>0.34</b>
50 to 59 years	107,454	17.6%	447	4.5%	<b>0.25</b>
60 years or older	151,713	24.8%	283	2.8%	<b>0.11</b>

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

**Table A4: Access by Disability Status**

	San Mateo County Residents			Skyline College Students Residing in San Mateo County			P index
	Total	With a disability	Percent with a disability	Total	With a disability	Percent with a disability	
Total				9969			
Persons under 18 years	N/A	N/A	N/A	457	6	1.3%	N/A
Persons 18 to 64 years	461,948	23,394	5.1%	9,376	610	6.5%	1.28
Persons 65 years and over	94,802	28,751	30.3%	136	29	21.3%	0.70

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

**Table A5: Access by Income Level**

	San Mateo County Low Income Residents			Skyline College Low Income Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Persons 18 to 64 years	461,331	56,852	12.3%	9,969	4,349	43.6%	3.54
Persons 65 years and over	94,802	12,774	13.5%	183	22	12.0%	0.89

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

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

**Table A6: Access by Veteran Status**

	San Mateo County Veterans Residents			Skyline College Veteran Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Veterans (2008 - 2012)	611,022	33,337	5.5%	9,969	204	2.0%	0.38

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

**Table A7: Access by Foster Youth Status**

	San Mateo County Foster Youth Residents			Skyline College Foster Youth Students Residing in San Mateo County			P index
	Total	Count	Percent	Total	Count	Percent	
Foster Youth	44,937	130	0.3%	9,969	91	0.9%	3.16

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

## 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.

### Overview

Successful course completion continues to be an area of focus for Skyline College as part of its commitment to student success. The CBR presented below and the criteria described to determine disproportionate impact highlight the relatively low success rate of Pacific Islander students, those ages 20-24, and Foster Youth. Additionally, the successful course completion rates for Latino students are < 60% and demand attention, regardless of exceeding the 80% Index threshold.

### Data Included:

- Table 1: Successful Course Completion, Fall 2013 – Spring 2014

### Key Findings:

- Table 1 displays successful course completion rates of Skyline students enrolled in Fall 2013 and Spring 2014, combined. Successful course completion = earning a grade of A, B, C, P, or CR. The data presented are counts of all courses attempted/completed—not student headcount.
- The 80% Index data column highlights the extent to which various populations’ successful course completion rates are within or outside of the 80% standard (See Appendix A for definition).

**Table B1: Course completion by population group**

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion		80% Index
				Count	Rate	
<b>Ethnicity</b>	<b>African American</b>	<b>552</b>	<b>2,131</b>	<b>1,080</b>	<b>50.7%</b>	<b>71.7%</b>
	American Indian/Alaskan Native	23	103	67	65.0%	92.0%
	Asian	2,650	9,910	6,999	70.6%	99.9%
	Filipino	2,373	10,279	6,861	66.7%	94.4%
	Hispanic	2,672	10,497	6,187	58.9%	83.4%
	Multi Races	2,546	10,329	6,453	62.5%	88.4%
	<b>Pacific Islander</b>	<b>218</b>	<b>811</b>	<b>438</b>	<b>54.0%</b>	<b>76.4%</b>
	<i>White</i>	<i>3,147</i>	<i>10,261</i>	<i>7,253</i>	<i>70.7%</i>	<i>100%</i>
	Unknown	424	1,323	915	69.2%	97.8%
	<b>Total</b>	<b>14,605</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>	<b>92.2%</b>
<b>Gender</b>	<i>Female</i>	<i>7,547</i>	<i>28,620</i>	<i>18,765</i>	<i>65.6%</i>	<i>100%</i>
	Male	6,707	26,009	16,798	64.6%	98.5%
	Not recorded	351	1,015	690	68.0%	103.7%
	<b>Total</b>	<b>14,605</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>	<b>99.4%</b>

		Student Head Count (unduplicated)	Enrollment Count (duplicated)	Successful Course Completion		80% Index
				Count	Rate	
Age	Younger than 20	2,799	13,263	8,735	65.9%	82.2%
	<b>20 – 24</b>	<b>2,680</b>	<b>24,135</b>	<b>15,224</b>	<b>63.1%</b>	<b>78.8%</b>
	25 – 29	2,332	7,432	4,805	64.7%	80.7%
	30 – 39	1,828	5,455	3,634	66.6%	83.2%
	40 – 49	916	2,610	1,818	69.7%	87.0%
	50 – 59	643	1,736	1,236	71.2%	88.9%
	60 and older	396	959	768	80.1%	100%
	<b>Not recorded</b>	<b>11</b>	<b>54</b>	<b>33</b>	<b>61.1%</b>	<b>76.3%</b>
<b>Total</b>	<b>14,605</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>	<b>81.4%</b>	
Disability Status	Receives DSPS services	817	3,680	2,367	64.3%	98.6%
	<i>No DSPS services</i>	<i>13,788</i>	<i>51,964</i>	<i>33,886</i>	<i>65.2%</i>	<i>100%</i>
	<b>Total</b>	<b>14,605</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>	<b>99.9%</b>
Economic Status	Low income student	5,808	26,597	16,427	61.8%	90.5%
	<i>Not low income</i>	<i>8,797</i>	<i>29,047</i>	<i>19,826</i>	<i>68.3%</i>	<i>100%</i>
	<b>Total</b>	<b>14,605</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>	<b>95.5%</b>
Probation 1 Status	<b>On probation 1 status</b>	<b>1,255</b>	<b>4,150</b>	<b>933</b>	<b>22.5%</b>	<b>32.8%</b>
	<i>Not on probation 1 status</i>	<i>13,350</i>	<i>51,494</i>	<i>35,320</i>	<i>68.6%</i>	<i>100%</i>
	<b>Total</b>	<b>14,605</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>	<b>95.0%</b>
Probation 2 Status	<b>On probation 2 status</b>	<b>823</b>	<b>2,418</b>	<b>752</b>	<b>31.1%</b>	<b>46.6%</b>
	<i>Not on probation 2 status</i>	<i>13,782</i>	<i>53,226</i>	<i>35,501</i>	<i>66.7%</i>	<i>100%</i>
	<b>Total</b>	<b>14,605</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>	<b>97.7%</b>
Dismissal Status	<b>On dismissal status</b>	<b>768</b>	<b>2,046</b>	<b>469</b>	<b>22.9%</b>	<b>34.3%</b>
	<i>Not on dismissal status</i>	<i>13,837</i>	<i>53,598</i>	<i>35,784</i>	<i>66.8%</i>	<i>100%</i>
	<b>Total</b>	<b>14,605</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>	<b>97.6%</b>
Veteran Status	<i>Veteran</i>	<i>328</i>	<i>1,227</i>	<i>858</i>	<i>69.9%</i>	<i>100.0%</i>
	<i>Not a Veteran</i>	<i>14,277</i>	<i>54,417</i>	<i>35,395</i>	<i>65.0%</i>	<i>93.0%</i>
	<b>Total</b>	<b>14,605</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>	<b>93.2%</b>
Foster Youth Status	<b>Foster Youth</b>	<b>138</b>	<b>654</b>	<b>336</b>	<b>51.4%</b>	<b>78.7%</b>
	<i>Not Foster Youth</i>	<i>14,467</i>	<i>54,990</i>	<i>35,917</i>	<i>65.3%</i>	<i>100%</i>
	<b>Total</b>	<b>14,605</b>	<b>55,644</b>	<b>36,253</b>	<b>65.2%</b>	<b>100%</b>

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

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

## CAMPUS-BASED RESEARCH

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**C. ESOL 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.

### Overview

The successful completion of English Speakers of Other Languages (ESOL) and Basic Skills course sequences, more commonly known as successful progression, is a critical area with regard to student equity. The CBR below suggests that African American, Filipino, and Latino students are not progressing, disproportionate to the highest performing group. However, the lack of successful progression rates for all groups and types of students are viewed as troubling, and therefore in need of attention. As efforts and resources are dedicated to addressing the low success rates of all groups, attention on equity of outcomes will be maintained.

### Data Included:

1. ENGL 846 Student Progression to ENGL 100, 2011/12 – 2013/14
2. MATH 120, 122, 190 Student Progression to MATH 130 or 200, 2011/12 – 2013/14  
(does not include data for student progression into MATH 241, 201, or PSYC 171)
3. ESOL 840, or 864 Student Progression to ESL 400, 2011/12 – 2013/14

### Key Findings:

- The data presented in Tables C1-C3 tracks the progression of students who initially enroll in specified 'target' coursework during Academic Year 2011-12 (Summer-Fall-Spring) and who subsequently enroll in specified higher level coursework within the discipline (e.g., ENGL 846 ► ENGL 100). All course outcomes are tracked through Spring 2014.

**Table C1: English completion by population group**

	Enrolled in ENGL 846 (unduplicated)	Successful Course Completion		Enrolled in ENGL 100	Progressed to and successfully completed ENGL 100		80% Index	
		Count	Rate		Count	Row N %		
<b>Ethnicity</b>	<b>African American</b>	<b>159</b>	<b>93</b>	<b>58.5%</b>	<b>71</b>	<b>51</b>	<b>32.1%</b>	<b>67.9%</b>
	American Indian/Alaskan Native	5	2	40.0%	2	2	40.0%	84.7%
	<b>Asian</b>	<b>455</b>	<b>359</b>	<b>78.9%</b>	<b>259</b>	<b>215</b>	<b>47.3%</b>	<b>100.0%</b>
	Filipino	744	562	75.5%	407	305	41.0%	86.8%
	<b>Hispanic</b>	<b>746</b>	<b>516</b>	<b>69.2%</b>	<b>344</b>	<b>252</b>	<b>33.8%</b>	<b>71.5%</b>
	<b>Multi Races</b>	<b>664</b>	<b>461</b>	<b>69.4%</b>	<b>322</b>	<b>240</b>	<b>36.1%</b>	<b>76.5%</b>
	<b>Pacific Islander</b>	<b>63</b>	<b>44</b>	<b>69.8%</b>	<b>33</b>	<b>23</b>	<b>36.5%</b>	<b>77.3%</b>
	White	400	300	75.0%	211	167	41.8%	88.4%
	Unknown	43	37	86.0%	30	22	51.2%	108.3%
	<b>Total</b>	<b>3,279</b>	<b>2,374</b>	<b>72.4%</b>	<b>1679</b>	<b>1277</b>	<b>38.9%</b>	<b>82.4%</b>
<b>Gender</b>	<i>Female</i>	<i>1581</i>	<i>1184</i>	<i>74.9%</i>	<i>847</i>	<i>660</i>	<i>41.7%</i>	<i>100%</i>
	Male	1660	1170	70.5%	818	606	36.5%	87.4%
	<b>Not recorded</b>	<b>38</b>	<b>20</b>	<b>52.6%</b>	<b>14</b>	<b>10</b>	<b>26.3%</b>	<b>63.0%</b>
	<b>Total</b>	<b>3,279</b>	<b>2,374</b>	<b>72.4%</b>	<b>1679</b>	<b>1276</b>	<b>38.9%</b>	<b>93.2%</b>
<b>Age</b>	Younger than 20	1706	1326	77.7%	777	638	37.4%	87.7%
	<b>20 – 24</b>	<b>1067</b>	<b>684</b>	<b>64.1%</b>	<b>645</b>	<b>455</b>	<b>42.6%</b>	<b>100%</b>
	25 – 29	269	198	73.6%	141	100	37.2%	87.2%
	30 – 39	153	108	70.6%	83	60	39.2%	92.0%
	<b>40 – 49</b>	<b>57</b>	<b>39</b>	<b>68.4%</b>	<b>27</b>	<b>19</b>	<b>33.3%</b>	<b>78.2%</b>
	<b>50 – 59</b>	<b>21</b>	<b>15</b>	<b>71.4%</b>	<b>4</b>	<b>4</b>	<b>19.0%</b>	<b>44.7%</b>
	<b>60 and older</b>	<b>5</b>	<b>3</b>	<b>60.0%</b>	<b>1</b>	<b>1</b>	<b>20.0%</b>	<b>46.9%</b>
	<b>Unknown</b>	<b>1</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>	<b>0</b>	<b>0.0%</b>	<b>0%</b>
<b>Total</b>	<b>3,279</b>	<b>2,374</b>	<b>72.4%</b>	<b>1679</b>	<b>1277</b>	<b>38.9%</b>	<b>91.3%</b>	

		Enrolled in ENGL 846 (unduplicated)	Successful Course Completion		Enrolled in ENGL 100	Progressed to and successfully completed ENGL 100		80% Index
			Count	Rate		Count	Row N %	
Disability Status	Receives DSPS services	226	158	69.9%	111	78	34.5%	87.9%
	<i>No DSPS services</i>	3,053	2216	72.6%	1568	1199	39.3%	100%
	<b>Total</b>	<b>3,279</b>	<b>2,374</b>	<b>72.4%</b>	<b>1679</b>	<b>1277</b>	<b>38.9%</b>	<b>99.2%</b>
Economic Status	<i>Low income student</i>	1733	1260	72.7%	947	700	40.4%	100%
	Not low income	1546	1114	72.1%	732	577	37.3%	92.4%
	<b>Total</b>	<b>3,279</b>	<b>2,374</b>	<b>72.4%</b>	<b>1679</b>	<b>1277</b>	<b>38.9%</b>	<b>96.4%</b>
Probation 1 Status	<b>On probation 1 status</b>	<b>428</b>	<b>121</b>	<b>28.3%</b>	<b>99</b>	<b>25</b>	<b>5.8%</b>	<b>13.3%</b>
	<i>Not on probation 1 status</i>	2,851	2253	79.0%	1580	1252	43.9%	100%
	<b>Total</b>	<b>3,279</b>	<b>2374</b>	<b>72.4%</b>	<b>1679</b>	<b>1277</b>	<b>38.9%</b>	<b>88.7%</b>
Probation 2 Status	<b>On probation 2 status</b>	<b>193</b>	<b>89</b>	<b>46.1%</b>	<b>88</b>	<b>41</b>	<b>21.2%</b>	<b>53.0%</b>
	<i>Not on probation 2 status</i>	3,086	2285	74.0%	1591	1236	40.1%	100%
	<b>Total</b>	<b>3,279</b>	<b>2374</b>	<b>72.4%</b>	<b>1679</b>	<b>1277</b>	<b>38.9%</b>	<b>97.2%</b>
Dismissal Status	<b>On dismissal status</b>	<b>163</b>	<b>48</b>	<b>29.4%</b>	<b>61</b>	<b>16</b>	<b>9.8%</b>	<b>24.3%</b>
	<i>Not on dismissal status</i>	3,116	2326	74.6%	1618	1261	40.5%	100%
	<b>Total</b>	<b>3,279</b>	<b>2374</b>	<b>72.4%</b>	<b>1679</b>	<b>1277</b>	<b>38.9%</b>	<b>96.2%</b>
Veteran Status	<b>Veteran</b>	<b>58</b>	<b>40</b>	<b>69.0%</b>	<b>18</b>	<b>12</b>	<b>20.7%</b>	<b>52.7%</b>
	<i>Not a veteran</i>	3,221	2334	72.5%	1661	1265	39.3%	100%
	<b>Total</b>	<b>3,279</b>	<b>2374</b>	<b>72.4%</b>	<b>1679</b>	<b>1277</b>	<b>38.9%</b>	<b>99.2%</b>
Foster Youth Status	<b>Foster Youth</b>	<b>33</b>	<b>14</b>	<b>42.4%</b>	<b>8</b>	<b>6</b>	<b>18.2%</b>	<b>46.4%</b>
	<i>Not Foster Youth</i>	3,246	2360	72.7%	1671	1271	39.2%	100%
	<b>Total</b>	<b>3,279</b>	<b>2374</b>	<b>72.4%</b>	<b>1679</b>	<b>1277</b>	<b>38.9%</b>	<b>99.5%</b>

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

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

Source: SMCCCD Student Database (2011/12 through 2013/14)



**Table C2a: MATH 120 completion by population group**

	Enrolled in MATH 120 (unduplicated)	Successful Course Completion		Enrolled in MATH 130 or 200	Progressed to and successfully completed MATH 130 or 200		80% Index	
		Count	Rate		Count	Row N %		
<b>Ethnicity</b>	African American	117	60	51.3%	46	34	29.1%	90.1%
	American Indian/Alaskan Native	4	2	50.0%	1	1	25.0%	77.5%
	Asian	518	384	74.1%	225	167	32.2%	100.0%
	Filipino	723	508	70.3%	265	175	24.2%	75.1%
	Hispanic	657	416	63.3%	231	146	22.2%	68.9%
	Multi Races	639	415	64.9%	226	137	21.4%	66.5%
	Pacific Islander	54	34	63.0%	22	12	22.2%	68.9%
	White	569	368	64.7%	166	120	21.1%	65%
	Unknown	82	45	54.9%	21	15	18.3%	56.7%
<b>Total</b>	<b>3,363</b>	<b>2232</b>	<b>66.4%</b>	<b>1203</b>	<b>807</b>	<b>24.0%</b>	<b>74.4%</b>	
<b>Gender</b>	Female	1700	1125	66.2%	588	384	22.6%	88.4%
	Male	1620	1077	66.5%	606	414	25.6%	100.0%
	Not recorded	43	30	69.8%	9	9	20.9%	81.9%
	<b>Total</b>	<b>3,363</b>	<b>2232</b>	<b>66.4%</b>	<b>1203</b>	<b>807</b>	<b>24.0%</b>	<b>93.9%</b>
<b>Age</b>	Younger than 20	1279	966	75.5%	414	299	23.4%	86.6%
	20 - 24	1319	771	58.5%	569	356	27.0%	100%
	25 - 29	399	248	62.2%	119	81	20.3%	75.2%
	30 - 39	234	158	67.5%	72	48	20.5%	76.0%
	40 - 49	95	64	67.4%	21	16	16.8%	62.4%
	50 - 59	28	18	64.3%	6	5	17.9%	66.2%
	60 and older	6	4	66.7%	1	1	16.7%	61.8%
	Unknown	3	3	100.0%	1	1	33.3%	124%
<b>Total</b>	<b>3,363</b>	<b>2232</b>	<b>66.4%</b>	<b>1203</b>	<b>807</b>	<b>24.0%</b>	<b>88.9%</b>	

		Enrolled in MATH 120 (unduplicated)	Successful Course Completion		Enrolled in MATH 130 or 200	Progressed to and successfully completed MATH 130 or 200		80% Index
			Count	Rate		Count	Row N %	
Disability Status	Receives DSPS services	153	92	60.1%	46	19	12.4%	77.3%
	No DSPS services	3,210	2140	66.7%	1157	516	16.1%	100%
	<b>Total</b>	<b>3,363</b>	<b>2232</b>	<b>66.4%</b>	<b>1203</b>	<b>535</b>	<b>15.9%</b>	<b>99.0%</b>
Economic Status	Low income student	1763	1154	65.5%	668	427	24.2%	100.0%
	Not low income	1600	1078	67.4%	535	380	23.8%	98.1%
	<b>Total</b>	<b>3,363</b>	<b>2232</b>	<b>66.4%</b>	<b>1203</b>	<b>807</b>	<b>24.0%</b>	<b>99.1%</b>
Probation 1 Status	On probation 1 status	212	36	17.0%	35	2	0.9%	3.7%
	Not on probation 1 status	3,151	2196	69.7%	1168	805	25.5%	100%
	<b>Total</b>	<b>3,363</b>	<b>2232</b>	<b>66.4%</b>	<b>1203</b>	<b>807</b>	<b>24.0%</b>	<b>93.9%</b>
Probation 2 Status	On probation 2 status	189	46	24.3%	27	10	5.3%	21.1%
	Not on probation 2 status	3,174	2186	68.9%	1176	797	25.1%	100%
	<b>Total</b>	<b>3,363</b>	<b>2232</b>	<b>66.4%</b>	<b>1203</b>	<b>807</b>	<b>24.0%</b>	<b>95.6%</b>
Dismissal Status	On dismissal status	153	26	17.0%	25	3	2.0%	7.8%
	Not on dismissal status	3,210	2206	68.7%	1178	804	25.0%	100%
	<b>Total</b>	<b>3,363</b>	<b>2232</b>	<b>66.4%</b>	<b>1203</b>	<b>807</b>	<b>24.0%</b>	<b>95.8%</b>
Veteran Status	Veteran	65	9	13.8%	23	17	26.2%	100.0%
	Not a veteran	3,298	2223	67.4%	1180	790	24.0%	91.6%
	<b>Total</b>	<b>3,363</b>	<b>2232</b>	<b>66.4%</b>	<b>1203</b>	<b>807</b>	<b>24.0%</b>	<b>91.8%</b>
Foster Youth Status	Foster Youth	19	10	52.6%	7	3	15.8%	65.7%
	Not Foster Youth	3,344	2222	66.4%	1196	804	24.0%	100%
	<b>Total</b>	<b>3,363</b>	<b>2232</b>	<b>66.4%</b>	<b>1203</b>	<b>807</b>	<b>24.0%</b>	<b>99.8%</b>

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

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

Source: SMCCCD Student Database (2011/12 through 2013/14)

Table C3a: ESOL 840 completion by population group

	Enrolled in ESOL 840 (unduplicated)	Successful Course Completion		Enrolled in ESOL 400	Progressed to and successfully completed ESOL 400		80% Index	
		Count	Rate		Count	Row N %		
Ethnicity	African American	4	3	75.0%	3	3	75.0%	156%
	Asian	223	177	79.4%	135	107	48.0%	100.0%
	Filipino	18	15	83.3%	7	6	33.3%	69.5%
	Hispanic	62	39	62.9%	30	20	32.3%	67.2%
	Multi Races	23	20	87.0%	11	5	21.7%	45.3%
	Pacific Islander	2	2	100.0%	0	0	0.0%	0.0%
	White	40	30	75.0%	19	15	37.5%	78.2%
	Not declared	13	13	100.0%	10	7	53.8%	112.2%
<b>Total</b>	<b>385</b>	<b>299</b>	<b>77.7%</b>	<b>215</b>	<b>163</b>	<b>42.3%</b>	<b>88.2%</b>	
Gender	Female	200	171	85.5%	121	101	50.5%	100%
	Male	181	126	69.6%	93	61	33.7%	66.7%
	Not declared	4	2	50.0%	1	1	25.0%	49.5%
	<b>Total</b>	<b>385</b>	<b>299</b>	<b>77.7%</b>	<b>215</b>	<b>163</b>	<b>42.3%</b>	<b>83.8%</b>
Age	Younger than 20	74	61	82.4%	31	26	35.1%	73.2%
	20 - 24	152	116	76.3%	96	73	48.0%	100.0%
	25 - 29	53	38	71.7%	31	21	39.6%	82.5%
	30 - 39	56	47	83.9%	31	25	44.6%	93.0%
	40 - 49	26	20	76.9%	14	10	38.5%	80.1%
	50 - 59	18	13	72.2%	9	6	33.3%	69.4%
	60 and older	5	3	60.0%	3	2	40.0%	83.3%
	Not declared	1	1	100.0%	0	0	0.0%	0%
<b>Total</b>	<b>385</b>	<b>299</b>	<b>77.7%</b>	<b>215</b>	<b>163</b>	<b>42.3%</b>	<b>88.2%</b>	

		Enrolled in ESOL 840 (unduplicated)	Successful Course Completion		Enrolled in ESOL 400	Progressed to and successfully completed ESOL 400		80% Index
			Count	Rate		Count	Row N %	
<b>Disability Status</b>	<b>Receives DSPS services</b>	<b>7</b>	<b>5</b>	<b>71.4%</b>	<b>4</b>	<b>2</b>	<b>28.6%</b>	<b>67.1%</b>
	<i>No DSPS services</i>	378	294	77.8%	211	161	42.6%	100%
	<b>Total</b>	<b>385</b>	<b>299</b>	<b>77.7%</b>	<b>215</b>	<b>163</b>	<b>42.3%</b>	<b>99.4%</b>
<b>Economic Status</b>	<i>Low income student</i>	250	199	79.6%	148	106	42.4%	100.0%
	Not low income	135	100	74.1%	67	57	42.2%	100%
	<b>Total</b>	<b>385</b>	<b>299</b>	<b>77.7%</b>	<b>215</b>	<b>163</b>	<b>42.3%</b>	<b>99.9%</b>
<b>Probation 1 Status</b>	<b>On probation 1 status</b>	<b>27</b>	<b>7</b>	<b>25.9%</b>	<b>10</b>	<b>1</b>	<b>3.7%</b>	<b>8.2%</b>
	<i>Not on probation 1 status</i>	358	292	81.6%	205	162	45.3%	100%
	<b>Total</b>	<b>385</b>	<b>299</b>	<b>77.7%</b>	<b>215</b>	<b>163</b>	<b>42.3%</b>	<b>93.6%</b>
<b>Probation 2 Status</b>	<b>On probation 2 status</b>	<b>16</b>	<b>8</b>	<b>50.0%</b>	<b>5</b>	<b>1</b>	<b>6.3%</b>	<b>14.2%</b>
	<i>Not on probation 2 status</i>	369	291	78.9%	210	162	43.9%	100%
	<b>Total</b>	<b>385</b>	<b>299</b>	<b>77.7%</b>	<b>215</b>	<b>163</b>	<b>42.3%</b>	<b>96.4%</b>
<b>Dismissal Status</b>	<b>On dismissal status</b>	<b>8</b>	<b>1</b>	<b>12.5%</b>	<b>6</b>	<b>1</b>	<b>12.5%</b>	<b>29.1%</b>
	<i>Not on dismissal status</i>	377	298	79.0%	209	162	43.0%	100%
	<b>Total</b>	<b>385</b>	<b>299</b>	<b>77.7%</b>	<b>215</b>	<b>163</b>	<b>42.3%</b>	<b>98.5%</b>
<b>Veteran Status</b>	<i>Veteran</i>	6	5	83.3%	5	3	50.0%	100.0%
	Not a veteran	379	294	77.6%	210	160	42.2%	84.4%
	<b>Total</b>	<b>385</b>	<b>299</b>	<b>77.7%</b>	<b>215</b>	<b>163</b>	<b>42.3%</b>	<b>84.7%</b>
<b>Foster Youth Status</b>	Foster Youth	13	11	84.6%	7	5	38.5%	90.6%
	<i>Not Foster Youth</i>	372	288	77.4%	208	158	42.5%	100%
	<b>Total</b>	<b>385</b>	<b>299</b>	<b>77.7%</b>	<b>215</b>	<b>163</b>	<b>42.3%</b>	<b>99.7%</b>

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

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

Source: SMCCCD Student Database (2011/12 through 2013/14)

**Table C3b: ESOL 864 & 874 completion by population group**

	Enrolled in ESOL 864 & 874 (unduplicated)	Successful Course Completion		Enrolled in ESOL 400	Progressed to and successfully completed ESOL 400		80% Index	
		Count	Rate		Count	Row N %		
<b>Ethnicity</b>	African American	1	1	100.0%	1	1	100.0%	228%
	Asian	57	48	84.2%	30	25	43.9%	100.0%
	Filipino	5	3	60.0%	2	1	20.0%	45.6%
	Hispanic	27	12	44.4%	8	7	25.9%	59.1%
	Multi Races	8	5	62.5%	5	3	37.5%	85.5%
	White	20	11	55.0%	9	7	35.0%	79.8%
	Unknown	5	2	40.0%	3	2	40.0%	91.2%
	<b>Total</b>	<b>123</b>	<b>82</b>	<b>66.7%</b>	<b>58</b>	<b>46</b>	<b>37.4%</b>	<b>85.3%</b>
<b>Gender</b>	Female	64	48	75.0%	31	26	40.6%	100%
	Male	55	32	58.2%	25	19	34.5%	85.0%
	Not recorded	4	2	50.0%	2	1	25.0%	61.5%
	<b>Total</b>	<b>123</b>	<b>82</b>	<b>66.7%</b>	<b>58</b>	<b>46</b>	<b>37.4%</b>	<b>92.1%</b>
<b>Age</b>	Younger than 20	9	7	77.8%	2	2	22.2%	41.7%
	20 - 24	32	22	68.8%	16	12	37.5%	70.3%
	25 - 29	32	23	71.9%	16	15	46.9%	87.9%
	30 - 39	24	14	58.3%	9	6	25.0%	46.9%
	40 - 49	15	12	80.0%	10	8	53.3%	100.0%
	50 - 59	8	3	37.5%	3	2	25.0%	46.9%
	60 and older	3	1	33.3%	2	1	33.3%	62.5%
	<b>Total</b>	<b>123</b>	<b>82</b>	<b>66.7%</b>	<b>58</b>	<b>46</b>	<b>37.4%</b>	<b>70.1%</b>
<b>Disability Status</b>	Receives DSPS services	0	0	0.0%	0	0	N/A	N/A
	No DSPS services	123	82	66.7%	58	46	37.4%	100%
	<b>Total</b>	<b>123</b>	<b>82</b>	<b>66.7%</b>	<b>58</b>	<b>46</b>	<b>37.4%</b>	<b>100%</b>

		Enrolled in ESOL 864 & 874 (unduplicated)	Successful Course Completion		Enrolled in ESOL 400	Progressed to and successfully completed ESOL 400		80% Index
			Count	Rate		Count	Row N %	
Economic Status	<i>Low income student</i>	73	44	60.3%	38	29	39.7%	100%
	<b>Not low income</b>	50	38	76.0%	20	17	34.0%	85.6%
	<b>Total</b>	123	82	66.7%	58	46	37.4%	94.1%
Probation 1 Status	<b>On probation 1 status</b>	13	3	23.1%	3	0	0.0%	0.0%
	<i>Not on probation 1 status</i>	110	79	71.8%	55	46	41.8%	100%
	<b>Total</b>	123	82	66.7%	58	46	37.4%	89.4%
Probation 2 Status	<b>On probation 2 status</b>	6	1	16.7%	2	1	16.7%	43.3%
	<i>Not on probation 2 status</i>	117	81	69.2%	56	45	38.5%	100%
	<b>Total</b>	123	82	66.7%	58	46	37.4%	97.2%
Dismissal Status	<b>On dismissal status</b>	4	0	0.0%	2	1	25.0%	66.1%
	<i>Not on dismissal status</i>	119	82	68.9%	56	45	37.8%	100%
	<b>Total</b>	123	82	66.7%	58	46	37.4%	98.9%
Veteran Status	Veteran	0	0	N/A	0	0	N/A	N/A
	<i>Not a veteran</i>	123	82	66.7%	58	46	37.4%	100.0%
	<b>Total</b>	123	82	66.7%	58	46	37.4%	100.0%
Foster Youth Status	<b>Foster Youth</b>	6	5	83.3%	1	1	16.7%	43.3%
	<i>Not Foster Youth</i>	117	77	65.8%	57	45	38.5%	100%
	<b>Total</b>	123	82	66.7%	58	46	37.4%	97.2%

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

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

Source: SMCCCD Student Database (2011/12 through 2013/14)

## CAMPUS-BASED RESEARCH

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**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.

### Overview

Student Achievement in the form of Degree and Certificate Completion is the focus of several initiatives at the federal, state, and local levels of higher education. Skyline College is committed to helping students achieve their goals of completing an associate's degree or obtaining career and technical certification. The CBR data presented below identifies students who experience academic probation and dismissal status as being most at-risk for not completing their degree or certificate. While intuitive, it nonetheless demands that attention be devoted to identifying successful interventions for those students. Skyline College seeks to increase degree and certificate attainment across the institution by removing barriers to success. The rates of achievement for students who self-identify as degree and/or certificate seeking suggest that action is needed in this area.

### Data Included:

- Table D1: Degree and Certificate Completion of Degree-Seeking Students, Fall 2011 – Spring 2014

### Key Findings:

- The data presented in Table D1 track students who both met with counselors for Student Education Plan (SEP) reasons during AY2011-12 (Summer-Fall-Spring) and 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.
- Based on this data and the consideration of the Student Equity team, African American students have been identified as experiencing a disproportionate impact.

**Table D1: Degree and Certificate by population group**

		Degree or Certificate Seeking	Earned a Degree or Certificate		80% Index
			Count	Rate	
<b>Ethnicity</b>	African American	255	51	20.0%	81.3%
	American Indian/Alaskan Native	12	3	25.0%	101.6%
	Asian	1,101	249	22.6%	91.9%
	<i>Filipino</i>	<i>1,114</i>	<i>274</i>	<i>24.6%</i>	<i>100.0%</i>
	Hispanic	1,253	283	22.6%	91.8%
	Multi Races	583	108	18.5%	75.3%
	Pacific Islander	125	36	28.8%	117.1%
	White	1,111	232	20.9%	84.9%
	Unknown	372	98	26.3%	107.1%
	Total	5,926	1,334	22.5%	91.5%
<b>Gender</b>	<i>Female</i>	<i>3,077</i>	<i>704</i>	<i>22.9%</i>	<i>100.0%</i>
	Male	2,739	603	22.0%	96.2%
	Not recorded	110	27	24.5%	107.3%
	Total	5,926	1,334	22.5%	98.4%
<b>Age</b>	<b>Younger than 20</b>	<b>1,177</b>	<b>205</b>	<b>17.4%</b>	<b>66.9%</b>
	20 – 24	2,560	628	24.5%	94.2%
	25 – 29	927	217	23.4%	89.9%
	30 – 39	691	148	21.4%	82.2%
	<i>40 – 49</i>	<i>334</i>	<i>87</i>	<i>26.0%</i>	<i>100.0%</i>
	50 – 59	160	36	22.5%	86.4%
	<b>60 and older</b>	<b>40</b>	<b>4</b>	<b>10.0%</b>	<b>38.4%</b>
	Unknown	37	9	24.3%	93.4%
	Total	5,926	1,334	22.5%	86.4%
<b>Disability Status</b>	<i>Receives DSPS services</i>	<i>409</i>	<i>99</i>	<i>24.2%</i>	<i>100%</i>
	No DSPS services	5,517	1,235	22.4%	92.5%
	Total	5,926	1,334	22.5%	93.0%
<b>Economic Status</b>	<i>Low income student</i>	<i>3,138</i>	<i>747</i>	<i>23.8%</i>	<i>100%</i>
	Not low income	2,788	587	21.1%	88.4%
	Total	5,926	1,334	22.5%	94.6%



		Degree or Certificate Seeking	Earned a Degree or Certificate		80% Index
			Count	Rate	
Probation 1 Status	<b>On probation 1 status</b>	<b>283</b>	<b>6</b>	<b>2.1%</b>	<b>9.0%</b>
	<i>Not on probation 1 status</i>	<i>5,643</i>	<i>1,328</i>	<i>23.5%</i>	<i>100.0%</i>
	Total	5,926	1,334	22.5%	95.7%
Probation 2 Status	<b>On probation 2 status</b>	<b>366</b>	<b>3</b>	<b>0.8%</b>	<b>3.4%</b>
	<i>Not on probation 2 status</i>	<i>5,560</i>	<i>1,331</i>	<i>23.9%</i>	<i>100.0%</i>
	Total	5,926	1,334	22.5%	94.0%
Dismissal Status	<b>On dismissal status</b>	<b>503</b>	<b>9</b>	<b>1.8%</b>	<b>7.3%</b>
	<i>Not on dismissal status</i>	<i>5,423</i>	<i>1,325</i>	<i>24.4%</i>	<i>100.0%</i>
	Total	5,926	1,334	22.5%	92.1%
Veteran Status	<b>Veteran</b>	<b>137</b>	<b>24</b>	<b>17.5%</b>	<b>77.4%</b>
	<i>Not a Veteran</i>	<i>5,789</i>	<i>1,310</i>	<i>22.6%</i>	<i>100%</i>
	Total	5,926	1,334	22.5%	99.5%
Foster Youth	<b>Foster Youth</b>	<b>9</b>	<b>0</b>	<b>0.0%</b>	<b>0%</b>
	<i>Not Foster Youth</i>	<i>5,917</i>	<i>1,334</i>	<i>22.5%</i>	<i>100%</i>
	Total	5,926	1,334	22.5%	99.8%

Reference group is shaded *white*, subgroups suffering disproportionate impact are shaded *red*.  
 Low Income Skyline College students include any receiving a BOG A or B waiver, CARE grant, Chafee grant, Pell grant, or Supplemental Educational Opportunity Grant (SEOG).

## 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.

### Overview

Student Achievement represented by transfer to a four-year institution is the focus of several initiatives at the federal, state, and local levels of higher education. The CBR data presented below suggests that Latino and Filipino students experience a disproportionately low rate of success in this area. Similar to degree and certificate achievement rates cited above, Skyline College is also seeking to increase transfer across the institution for by removing barriers to success.

### Data Included:

- Completion Rates of Transfer-level Ready Students 2008/09 – 2013/14

### Key Findings:

- Transfer data is obtained from a match of Skyline College students with the national database of students enrolled in four-year colleges available from the National Student Clearinghouse (NSCH). The NSCH is the closest thing the U.S. has to a national student-level record system. However, the NSC database is limited by FERPA-suppressed student records and matching errors due to typographic inaccuracies in student names. Therefore, a number of Skyline College students may be omitted from the NSCH database.
- Using the 80% Index, both Filipino and Latino student sub-groups are identified as having disproportionately low transfer rates.

**Table E1: Transfer by population group**

		Transfer Ready	Transferred to a four-year institution		80% Index
			Count	Rate	
Ethnicity	African American	55	29	52.7%	91.1%
	American Indian/Alaskan Native	6	1	16.7%	28.8%
	Asian	456	264	57.9%	100%
	Filipino	377	155	41.1%	71.0%
	Hispanic	311	144	46.3%	80.0%
	Multi Races	1	1	100.0%	172.7%
	Pacific Islander	47	21	44.7%	77.2%
	White	333	183	55.0%	94.9%
	Unknown	188	109	58.0%	100%
	Total	1,774	907	51.1%	

<b>Gender</b>	Female	874	427	48.9%	91.9%
	<i>Male</i>	865	460	53.2%	100%
	Not recorded	35	20	57.1%	107.5%
	Total	1,774	907	51.1%	96.1%
<b>Age</b>	Younger than 20	581	297	51.1%	97.9%
	<i>20 - 24</i>	883	461	52.2%	100%
	25 - 29	170	83	48.8%	93.5%
	30 - 39	87	42	48.3%	92.5%
	40 - 49	29	14	48.3%	92.5%
	50 - 59	8	4	50.0%	95.8%
	<b>60 and older</b>	<b>2</b>	<b>0</b>	<b>0.0%</b>	<b>0%</b>
	Unknown	14	6	42.9%	82.1%
Total	1,774	907	51.1%	97.9%	
<b>Disability Status</b>	Receives DSPS services	86	43	50.0%	97.7%
	<i>No DSPS services</i>	1,688	864	51.2%	100%
	Total	1,774	907	51.1%	99.9%
<b>Economic Status</b>	<i>Low income student</i>	905	482	53.3%	100%
	Not low income	869	425	48.9%	91.8%
	Total	1,774	907	51.1%	96.0%
<b>Probation 1 Status</b>	<b>On probation 1 status</b>	<b>22</b>	<b>6</b>	<b>27.3%</b>	<b>53.0%</b>
	<i>Not on probation 1 status</i>	1,752	901	51.4%	100%
	Total	1,774	907	51.1%	99.4%
<b>Probation 2 Status</b>	On probation 2 status	7	3	42.9%	83.8%
	<i>Not on probation 2 status</i>	1,767	904	51.2%	100%
	Total	1,774	907	51.1%	99.9%
<b>Dismissal Status</b>	On dismissal status	20	9	45.0%	87.9%
	<i>Not on dismissal status</i>	1,754	898	51.2%	100%
	Total	1,774	907	51.1%	99.9%
<b>Veteran Status</b>	Veteran	236	91	38.6%	83.5%
	<i>Not a Veteran</i>	1,767	816	46.2%	100%
	Total	1,774	907	51.1%	111%
<b>Foster Youth</b>	Foster Youth	114	7	6.1%	12.0%
	<i>Not Foster Youth</i>	1,754	900	51.3%	100%
	Total	1,774	907	51.1%	99.9%

Reference group is shaded white, subgroups suffering disproportionate impact are shaded red.

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

Foster Youth Data began available in Fall 2012. Thus, many of them currently are studying at Skyline College.

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 to students in that group who actually transfer after one or more (up to six) years.

# Goals and Activities



## 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 served”*

Skyline College’s mission to transform and educate a global community of learners calls for the intentional outreach to our community and local feeder high schools. We understand the continued need to learn more about the challenges that students experience (e.g. financial, structural, social, cultural) in order to mitigate those barriers and improve their ability to access Skyline College. Maximizing access for prospective students comes with a responsibility to ensure opportunities for success. The activities outlined throughout Skyline College’s Student Equity Plan aim to achieve this goal. Additionally, while US Census population demographic data uses the descriptor of ‘Hispanic,’ the following Student Equity Plan will operationalize that term as “Latino” when an option to do so exists.

**GOAL A.1.** *Skyline College will achieve proportional population representation at the 80% index across all ethnicities by the 2017-2018 academic year. Skyline College will continue to increase access for all ethnicities, but will develop targeted activities for the disproportionately impacted groups, African American and Latino students.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
<ul style="list-style-type: none"> <li>- Increase and strengthen targeted outreach efforts to disproportionately impacted student populations</li> <li>- Increase AB540 student enrollment</li> </ul>	<b>A.1.1</b>	<p><b>Increase targeted outreach efforts for disproportionately impacted students:</b></p> <ul style="list-style-type: none"> <li>--Strengthen collaborative efforts between the College and local feeder middle schools, high schools, adult schools, and the community</li> <li>--Collaborate and strengthen partnerships with organizations that serve disproportionately impacted student populations and AB540 students (i.e. Educators for Fair Consideration (E4FC) and Hispanic Chamber of Commerce)</li> <li>--Increase targeted outreach efforts to AB540 students to educate them about financial aid assistance through the California Dream Act</li> <li>--Facilitate workshops and presentations for families of prospective and returning students, inform them about the enrollment and financial aid processes</li> </ul>	<ul style="list-style-type: none"> <li>--Outreach Office</li> <li>--Outreach Committee</li> <li>-- Instructional/ Student Services Deans</li> <li>--Marketing, Communications and Public Relations (MCPR)</li> <li>--Office of PRIE</li> </ul>	<ul style="list-style-type: none"> <li>-Formative and Summative Data (i.e. Quantitative and Qualitative)</li> </ul>	On-going

<p>- Implement the established institutional capability framework to increase resources and professional development</p>	<p><b>A.1.2</b></p>	<p><b>Establish an Access Equity Work Group to identify the barriers of access for students:</b>  --Identify faculty, staff, students and community partners who work closely with disproportionately impacted students and families to be members of the work group  --Conduct surveys and focus groups with disproportionately impacted students and families currently enrolled at Skyline College, local feeder middle schools and high schools to gain insight about barriers of access  --Develop a resource guide with effective/emerging practices and tools for pre-collegiate and collegiate outreach efforts  --Implement <i>Comprehensive Diversity Framework for Realizing Equity and Excellence (See Appendix A)</i> to increase cultural competency/fluency</p>	<p>--Office of Planning, Research and Institutional Effectiveness (PRIE)  --Stewardship for Equity, Equal Employment and Diversity (SEED)  --Outreach Office  --Instruction/Student Services Deans</p>	<p>--Completed implementation  --Completion of resource guide  --Quantitative and Qualitative evaluations and surveys</p>	<p>Spring 2016</p>
<p>- Obtain Hispanic Serving Institution (HSI) and Asian American Native American Pacific Islander Serving Institution (AANAPISI) designations</p>	<p><b>A.1.3</b></p>	<p><b>--Develop and establish collaborative partnerships with community based organizations, businesses, and faith based organizations that serve Latino and Asian American, Native American, Pacific Islander communities.</b>  --Identify effective practices in the recruitment of targeted populations  --Early middle school, high school, adult school, and alternative school outreach efforts  --Expand collaboration with high school through professional learning communities/councils (e.g. teachers, counselors, administrators)  --Develop language specific outreach multimedia, publications and materials  --Conduct language specific outreach sessions, workshops in Student Success and Support Program (SSSP) core services  --Hire Outreach Ambassadors who are bi-lingual/multi-lingual  --Develop and implement an integrated marketing strategy to support access efforts</p>	<p>--Instructional and Student Services Deans  --Outreach Office  --Stewardship for Equity, Equal Employment and Diversity (SEED)  --Office of Planning, Research and Institutional Effectiveness (PRIE)  --Marketing, Communications and Public Relations (MCPR)  --English Language Institute (ELI)</p>	<p>--Greater than 25% of the college enrollment is Latino (FTES)  --Maintain and/or increase enrollment of AANAPISI students.  --HSI and AANAPISI</p>	<p>Spring 2018</p>

**GOAL A.2.** Increase foster youth student population by 20% the 2017-2018 academic year.

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase the number of foster youth enrolled at Skyline College by 20% over the next three years. -	<b>A.2.1</b>	-Conduct outreach efforts that target foster youth students with applicable county social service organizations and non-profit agencies --Conduct outreach efforts that target foster youth students with middle, high school, adult, and alternative schools --Enhance and expand Youth Empowerment Scholars (YES) Program and the Social Justice League Learning Community.	--Enrollment Services --Instructional and Student Services Deans --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)	--Formative and Summative Data (i.e. Quantitative and Qualitative) --Increase in foster youth population	Spring 2018
--Increase Chafee Grant award recipients will increase by 15% over the next three years.		-- Increase financial aid literacy to prospective and current foster youth through workshops and community presentations	-- Enrollment Services --Instructional and Student Services Deans --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)	--Formative and Summative Data (i.e. Quantitative and Qualitative) --Increase in Chafee Grant award recipients	Spring 2018
- Operationalize an integrated network of support services to support foster youth	<b>A.2.2</b>	<b>Cultivate champions</b> ----Identify liaisons on campus and applicable county social service organizations and non-profit agencies who will support and strengthen advocacy programs and resources for foster youth	--Office of Outreach and Community Relations --Instructional and Student Services Administrators --Marketing, Communications,	-Established network of support services	Spring 2015

			and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)		
- Develop and implement a Guardian Scholars Program	<b>A.2.3</b>	<b>Design Guardian Scholars Program</b> --Identify a designated leader (Administrator Level) to guide the initiative and secure grant funding --Create a planning committee and advisory board	--Outreach Office --Instructional and Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)		Spring 2018



**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”

**Analysis of Completion Rates**

The average completion rates for credit courses is 70%, with the highest completion rate among White and Asian students (P- index groups). African American and Pacific Islander students have the lowest completion rates in credit courses, 50.7% and 54% respectively. Latino students demonstrate a 58.9% completion rate for credit courses. Given that Latino students comprise the second largest group in headcount, Skyline College is including the group as one of those which is disproportionately impacted in this success indicator. Additionally, students on probation status have completion rates of 22% (probation 1 status) and 31% (probation 2 status). Therefore, students on probation are disproportionately impacted in this success indicator.

Skyline College understands that ongoing research is needed to understand the needs of those students among the groups of students who are disproportionately impacted. The activities in this success indicator aim to mitigate the disproportionality of students who identify as African American, Pacific Islander, Latino, as well as those students on probation status.

**GOAL B.1.** *To increase success rates in credit courses to the 80% index or higher for the disproportionately impacted students who identify as African American, Pacific Islander, or Latino.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase success rates in credit courses to at or above 80% of the benchmark group for African American, Latino, and Pacific Islander students	<b>B.1.1</b>	-Conduct student-focus groups with African American, Latino, and Pacific Islander students to factors that influence their success	--Instructional and Student Services Administrators --Stewardship for Equity, Equal Employment and Diversity Advisory Committee -- Office of Planning, Research and Institutional Effectiveness (PRIE)	--Formative and summative data --Student Surveys and qualitative notes	Ongoing Fall 2015

	<b>B.1.2</b>	<p>-Engage faculty in PUENTE, ASTEP, other Learning Communities, and Programs that work closely with African American, Latino, and Pacific Islander students in round table discussions to address the lower completion rates shown by these groups and share pedagogical strategies that might address this issue</p> <p>-Implement <i>Comprehensive Diversity Framework for Realizing Equity and Excellence (See Appendix A)</i> to increase cultural competency/fluency</p>	<p>--Instructional and Student Services Administrators</p> <p>--Center for Transformative Teaching and Learning</p>	<p>--Summative data from round table discussions (Quantitative and Qualitative)</p>	Spring 2015
	<b>B.1.3</b>	<p>-In collaboration with the Outreach Office, the learning communities and special programs (e.g. ASTEP, Puente, EOPS, TRiO, SparkPoint, MESA, Career Advancement Academy, etc) that provide support will provide outreach to prospective and current students who identify as African American, Pacific Islander, and Latino</p>	<p>--Instructional and Student Services Administrators</p> <p>-- Office of Planning, Research and Institutional Effectiveness (PRIE)</p> <p>--Marketing, Communications and Public Relations (MCPR)</p>	<p>-Formative and Summative Data (Quantitative and Qualitative)</p> <p>-Increased enrollment of these student populations in special programs and learning communities</p>	Ongoing
	<b>B.1.4</b>	<p>-Provide professional development opportunities for faculty in all subject areas that highlight emerging practices for teaching and support of African American, Latino, and Pacific Islander students</p> <p>-Provide professional development for GE instructional faculty to understand and guide students in their first academic year</p>	<p>--Instructional and Student Services Administrators</p> <p>The --Center for Transformative Teaching and Learning (CTTL)</p>	<p>Summative Data (Quantitative and Qualitative)</p>	Fall 2015
	<b>B.1.5</b>	<p>-Develop a more comprehensive assessment of why students withdraw from courses at the point of withdrawal and post withdrawal</p> <p>-Analyze difference of withdrawals based on student initiation or faculty initiation</p>	<p>--Office of Planning, Research, and Institutional Effectiveness (PRIE)</p> <p>--Instructional and Student Services Administrators</p>	<p>Formative and Summative Data (Quantitative and Qualitative)</p> <p>-Development of course withdrawal assessment</p>	Spring 2016

**Goal B.2.** *To increase the rates of course completion for students on academic probation and dismissal to that of the 80% bench group.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
<p>- Increase success rates in credit courses to at or above 80% of the benchmark group for students on probation 1, probation 2, or dismissal</p>	<p><b>B.2.1</b></p>	<p>-Assess current program model for Early Alert to identify points for improvement and enhancement and avoid duplication of services with the Student Success Program                      -Ensure that the Early Alert program collaborates a seamless integration of services and communication with the Student Success Program, instructional faculty, and coordinators of key program as appropriate (e.g. Learning Center, EOPS/CARE/CalWORKs, TRiO, SparkPoint, MESA, DRC, Financial Aid, etc)                      -Explore opportunities to identify pre-probation students based on longitudinal data on success rates in courses                      -Implement data collection opportunities with students receiving services through the Early Alert and/or Student Success Program</p>	<p>--Dean of Counseling                      --Early Alert Program Faculty Coordinator                      --Student Success Program Faculty Coordinator                      --Office of Planning, Research and Institutional Effectiveness (PRIE)</p>	<p>-Formative and Summative Data (Quantitative and Qualitative)                      -Assessment of current technology process for Early Alert Program</p>	<p>Fall 2015</p>
	<p><b>B.2.2</b></p>	<p>-Review and revise Student Success Program scaffolding approach (using emerging practices in higher education) to provide support and services to probation 1, probation 2, and dismissal students from a strengths-based paradigm                      -Include review of workshops, individual counseling appointments and other follow up services to determine effectiveness                      -Develop opportunities for instructional and counseling faculty to discuss in-class support of students on probation or dismissal status</p>	<p>--Instructional and Student Services Deans                      --Early Alert Program Faculty Coordinator                      --Student Success Faculty Coordinator                      --Office of Planning, Research and Institutional Effectiveness (PRIE)</p>	<p>--Develop model for scaffolding support for Student Success Program</p>	<p>Spring 2016</p>
	<p><b>B.2.3</b></p>	<p>-Review COUN 102 'Student Success' curriculum for possible connections of designating course for Probation 2 students</p>	<p>--Dean of Counseling                      --Student Success Program Faculty Coordinator                      --Counseling Division Faculty</p>	<p>Summative Data (Quantitative and Qualitative)                      -Recommendation of COUN 102 designation if appropriate</p>	<p>Spring 2015</p>

**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”*

**C.1: English Completion (Basic Skills to Transfer English)**

The successful completion of English Speakers of Other Languages (ESOL) and Basic Skills course sequences, more commonly known as successful progression, is an area critical to student equity. Campus-based research suggests that African American, Filipino, and Latino students are progressing disproportionately to the highest performing group. These three student populations comprise over half of the students taking Basic Skills English courses at the level immediately before transfer level coursework, who then complete the subsequent transfer course (English 100) at or below a 40% completion rate.

More data is needed to determine the pace at which students enroll into English 100 after having completed the last course in the Basic Skills sequence. This data will help us understand if students have met their educational goal and do not advance to English 100 or if they decide to transfer to another district. For those students who complete the Basic Skills sequence and enroll in English 100, the following activities will be developed to address the disproportionate impact.

**GOAL C.1.** *Increase the number of Basic Skills students who succeed through Transfer-level English 100 at the 80% index or higher.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase the number of disproportionately impacted students who completed Basic Skills and who succeed through Transfer-level English.	<b>C.1.1</b>	<b>-Increase access to academic and personal support for all students enrolled in Basic Skills English courses</b> -Integrate mandatory support structures into curriculum and courses, such as embedded tutoring, counseling, and resources for students -Align curriculum across sections to enhance opportunities for pedagogical collaborations and partnerships among instruction and student services -Increase acceleration opportunities in English pathways for Basic Skills students -Create contextualized pathways	--Dean of Language Arts --Dean of Academic Support & Learning Technologies -Dean of Counseling --Learning Center --College Success Initiative --Center for Transformative	- Formative and Summative Data (Quantitative and Qualitative) - Improvement in Basic Skills to Transfer-level English of 4% (from 40% avg. to 44%).	Ongoing Complete: Fall 2017

		-Provide professional development opportunities for full- and part-time faculty that promote emerging practices for English instruction	Teaching and Learning (CTTL)		
- Increase the number of Basic Skills students who understand and utilize College Pathways over the next three years	<b>C.1.2</b>	<b>Increase student awareness of pathways to college completion, transfer or certificate</b> -Integrate into the curriculum opportunities for students to learn about and understand pathways for completion -Increase collaboration between instructional and student services divisions to promote pathways to students -Develop one-page sheets pathways handouts and first semester plans for students	--Instructional and Student Services Administrators --Office of Planning, Research and Institutional Effectiveness (PRIE) --Marketing, Communications and Public Relations (MCPR)	-Formative and Summative Data (Quantitative and Qualitative) -Increased number of students completing through Transfer-level English, approaching and/or passing the 80% indicator. -Completion of one-page sheets and first semester plans	Spring 2016
-Increase percentage of basic skills students moving to the next level over the next three years	<b>C.1.3</b>	<b>Develop Word Jam program modeled after the best practices of existing Math Jam program</b> -Design, implement, and evaluate pilot Word Jam program to determine effectiveness in progressing students through the Basic Skills sequence -Complete data analysis using placement test scores to determine student population for pilot program	--Dean of Academic Support & Learning Technologies --Dean of Language Arts --Dean of Counseling --Learning Center --College Success Initiative	-Formative and Summative Data (Quantitative and Qualitative) -Number of participants based on student placement test results	Summer 2017
Increase percentage of students who are successful in English 846 over the next three years	<b>C.1.4</b>	<b>Develop a pilot portfolio model of evaluation in English 846</b>	--Dean of Language Arts	- Students in pilot sections will succeed at a rate of 10% more than students in non-pilot sections.	Fall 2015

**C.2: Increased Math Completion (Math Completion by ESOL and Basic Skills students)**

Math completion rates for all Skyline College students must be improved. The overall average for students of all ethnicities who enrolled in Basic Skills Math courses (120, 122, 190) who also complete the subsequent course is at a 25% success rate. African American students in this pathway have a success rate of 42% and were participants of the Math Academy program embedded in the ASTEP learning community. This cohort model math program yielded a 17% higher success rate than all other students.

**GOAL C.2** Increase the percentage of basic skills students who progress and complete the next level in the math sequence successfully at the 80% index or higher.

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
-Increase the percentage of basic skills students who progress and complete the next level in the math sequence successfully	<b>C.2.1</b>	<p><b>Increase outreach and the number of Basic Skills students participating in Math Jam</b>  <a href="http://www.edexcelencia.org/program/math-jam-0">http://www.edexcelencia.org/program/math-jam-0</a></p> <p>-Determine the feasibility and effective of expanding Math Jam (length of program and frequency of courses)</p> <p>-Conduct data analysis of Math Jam students using pre- and post- placement tests</p>	<p>--Dean of Science, Math, Technology</p> <p>--Dean of Enrollment Services</p> <p>--Dean of Counseling</p> <p>-- Dean of Academic Support &amp; Learning Technologies</p> <p>College Success Initiative (CSI)</p> <p>--Office of Planning, Research and Institutional Effectiveness (PRIE)</p> <p>--Marketing, Communications and Public Relations (MCPR)</p> <p>--</p>	<p>-Formative and Summative Data (Quantitative and Qualitative)</p> <p>-Percentage increase of students participating in Math Jam</p> <p>-Increase of student progressing to the next level</p>	Ongoing Fall 2017
-Conduct data analysis of Math Academy program to determine feasibility and scalability of program beyond the ASTEP learning community	<b>C.2.2</b>	<p><b>Expand Math Academy</b></p> <p>-Pilot Math Academy in learning communities that include math as a hard linked course for students</p> <p>-Expand Math Academy to all Basic Skills math courses</p>	<p>--Dean of Science, Math, Technology</p> <p>--Dean of Language Arts</p>	<p>-Formative and Summative Data (Quantitative and Qualitative)</p> <p>-Findings from data analysis</p>	Ongoing Fall 2017

		-Provide embedded academic and personal support for Basic Skills students (e.g. tutorial support, counseling)	--Dean of Counseling --MESA director --College Success Initiative (CSI) --Office of Planning, Research and Institutional Effectiveness (PRIE)		
- Increase the number of Basic Skills students who succeed through transfer-level math.	<b>C.2.3</b>	<b>Increase access to academic and personal support for all students enrolled in Basic Skills math courses</b> -Integrate mandatory support structures into curriculum and courses, such as embedded tutoring, counseling, and resources for students -Align curriculum across sections to enhance opportunities for pedagogical collaborations and partnerships among instruction and student services -Increase acceleration opportunities in math pathways for Basic Skills students -Create contextualized pathways -Provide professional development opportunities for full- and part-time faculty that promote emerging practices for math instruction	--Dean of Science, Math, Technology --Dean of Enrollment Services --Dean of Counseling --Dean of Academic Support & Learning Technologies --College Success Initiative (CSI) --Office of Planning, Research and Institutional Effectiveness (PRIE) --Marketing, Communications and Public Relations (MCPR)	- Improvement in Basic Skills to transfer-level math by 10%	Ongoing Fall 2017

### C.3: ESOL Completion

Overall, Skyline College has a small population of students enrolled in ESOL courses (n=180). However, ESOL students who progressed to and successfully completed ESOL 400 is 39%. One of the challenges within this student population is that not all ESOL students have the goal to complete the ESOL sequence of courses. Although, faculty in the English and ESOL departments are interested in aligning a course progression to encourage ESOL students who complete ESOL 400 to enroll in English 100

**Goal C.3.** Increase the percentage of ESOL 830 and 840 students who complete ESOL 400 successfully at the 80% index or higher.

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
-Increase number of students who successfully complete ESOL courses	<b>C.3.1</b>	<p><b>Increase students' ability to understand their ESOL placement and course enrollment</b></p> <ul style="list-style-type: none"> <li>- Develop a guide for ESOL placement and course selection, through collaboration of ESOL faculty and Counseling Faculty</li> <li>-Develop guide to ESOL curriculum for Counseling Faculty</li> <li>-Provide professional development on the educational and personal needs of ESOL students for full- and part-time faculty (e.g. instructional and counseling)</li> <li>-Complete audit of services provided in International Student Programs and the English Language Institute to enhance communication and information sharing.</li> <li>-Review existing VESL curriculum in partnership with programs with high ESL enrollments, including the Career Advancement Academy and programs in SMT and Business.</li> </ul>	<ul style="list-style-type: none"> <li>--Dean of Language Arts</li> <li>--Dean of Counseling</li> <li>--Dean of Global Learning Programs</li> <li>--English Language Institute</li> </ul>	<ul style="list-style-type: none"> <li>-Formative and Summative Data (Quantitative and Qualitative)</li> <li>-Development of resource guide for student placement into ESOL courses</li> </ul>	Fall 2015
-Increase rates of students persisting from pre-transfer ESOL courses to transfer ESOL course	<b>C.3.2</b>	<ul style="list-style-type: none"> <li><b>-ESOL faculty will integrate into ESOL course outlines persistence-building content (e.g. study skills, support resources, academic and career pathways)</b></li> <li>-ESOL courses will be offered utilizing a learning community model to facilitate persistence.</li> </ul>	<ul style="list-style-type: none"> <li>--Dean of Language Arts</li> <li>--Dean of Counseling</li> <li>--Dean of Academic Support &amp; Learning Technologies</li> </ul>	<ul style="list-style-type: none"> <li>-Increase persistence and success in ESOL courses by 5% over each year</li> </ul>	Ongoing Spring 2016



<p>-Increase outreach and communication to current and prospective students with certificate, degree, or transfer goals to promote progression from pre-transfer to transfer ESOL course</p>	<p><b>C.3.3</b></p>	<p><b>Increase inreach/outreach to ESOL students with certificate, degree, and transfer goals.</b>          -Increase outreach to middle, high school, and adult schools with ESOL student populations to inform them of educational and career preparation opportunities at Skyline College          -Develop pathway programs for adult school students to enter at a Level 3 for ESOL          -Increase ESOL counseling availability to meet the needs of ESOL students          -Inventory Latino ESOL students to determine what program developments and supports are most likely to increase Latino ESOL persistence and success.</p>	<p>--Dean of Language Arts          --Dean of Counseling          --Dean of Enrollment Services          --College Success Initiative (CSI)          --Stewardship for Equity, Equal Employment, and Diversity (SEEED)          --Office of Planning, Research and Institutional Effectiveness (PRIE)          --English Language Institute Faculty Coordinator          --Career Advancement Academy Faculty Coordinator</p>	<p>-Formative and Summative Data (Quantitative and Qualitative)          -Increase of 5% in Latino students progressing from Levels 3 &amp; 4 to ESOL 400          -Increase ESOL enrollment in Career Advancement Academy Programs</p>	<p>Ongoing          Spring 2016</p>
<p>-Improve data collection and tracking systems for ESOL students</p>	<p><b>C.3.4</b></p>	<p><b>Increase ESOL student data available for review, analysis, and assessment of programs and services</b>          -Develop a data collection system that captures their transition into Skyline College from adult schools          -Improve monitoring of ESOL students (e.g. educational goal, student education plan, academic progress) through collaborative efforts between Instruction and Student Services          -Provide persistence, success, and retention rates of ESOL students enrolled in all courses to learn about ESOL students' educational pathways          -Using local data, work in collaboration with CSI, Instruction, and Student Services the ESOL department will develop ESOL program benchmarks.</p>	<p>--Dean of Language Arts          --Dean of Counseling          --Office of Planning, Research and Institutional Effectiveness (PRIE)          --College Success Initiative          --English Language Institute Faculty and Staff</p>	<p>-Formative and Summative Data (Quantitative and Qualitative)          -Develop robust database and reports for ESOL student academic progress and success</p>	<p>Ongoing          Fall 2015</p>

**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”*

Increasingly more Skyline College students indicate the goal of earning a degree or certificate. Skyline College promotes information regarding degrees and certificates for all students and is especially focused on helping students achieve their goals of completing an associate’s degree or obtaining career and technical certification. On average, 23% of students who indicate the goal of earning a degree or certificate actually achieve this goal with. African American students at 20% and students on probation/dismissal status at 2%. Skyline College is committed to improving the completion rates for degrees and certificates and plans to integrate high levels of collaboration across all departments to ensure that prospective and current students, as well as faculty and staff, are knowledgeable about the path towards earning a degree or certificate.

**GOAL D.1. Increase certificate and degree completion among disproportionately impacted student population to the 80% index or higher.**

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
- Increase the rate of Degree/Certificate completion among disproportionately impacted students	<b>D.1.1</b>	<p><b>Develop Successful First Semester Program</b></p> <ul style="list-style-type: none"> <li>-Identify prescribed first semester courses for students in all transfer and CTE programs</li> <li>-Practice coordinated scheduling to assure availability of first semester courses</li> <li>-Coordinate with counselors to develop advising strategy (online and face-to-face) for first semester students</li> <li>-Integrate developmental learning assistance and supplemental support services into gateway (high enrollment/low success) first semester courses</li> <li>-Develop career pathways for transfer and CTE programs</li> <li>-Ongoing promotion of the importance of the Student Education Plan, including establishing education plans for majors and programs</li> </ul>	<ul style="list-style-type: none"> <li>--Instructional and Student Services Administrators and Faculty</li> <li>--Marketing, Communications, and Public Relations (MCPR)</li> <li>--Office of Planning, Research and Institutional Effectiveness (PRIE)</li> <li>-- Center for Transformative Teaching &amp; Learning (CTTL)</li> </ul>	<ul style="list-style-type: none"> <li>- Formative and Summative data (Quantitative and Qualitative)</li> <li>- Schedule analysis</li> </ul>	Ongoing Spring 2018

	<b>D.1.2</b>	Develop and implement strategy for automatic awarding of certificates and degrees	--Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE)	-Formative and Summative data (Quantitative and Qualitative)	Fall 2015
	<b>D.1.3</b>	Develop and implement a two-year, Skyline Promise program designed to accelerate degree completion	--Instructional and Student Services Administrators --Marketing, Communications, and Public Relations (MCPR) --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL)	-Formative and Summative data (Quantitative and Qualitative)	Fall 2015
	<b>D.1.4</b>	Provide professional development opportunities for full- and part-time faculty on teaching strategies and support services needed for first semester course completion -Implement <i>Comprehensive Diversity Framework for Realizing Equity and Excellence (See Appendix A)</i> to increase cultural competency/fluency	--Instructional and Student Services Administrators --Office of Planning, Research and Institutional Effectiveness (PRIE) -- Center for Transformative Teaching & Learning (CTTL)	--Formative and Summative data (Quantitative and Qualitative) --Schedule analysis --Evaluations and surveys --Participation Rosters	Spring 2015 and ongoing

## 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”*

Student achievement in the form of transfer to a four-year institution is the focus of several initiatives at the federal, state, and local levels of higher education. Students in this success indicator have an average transfer rate of 51%. Filipino, Latino, and Pacific Islander students have the lowest transfer rates of 41%, 46%, and 44%, respectively. One of the greatest challenges for determining transfer rates is in the availability of data once students have left Skyline College. Transfer data is obtained from a match of Skyline College students with the national database of students enrolled at four-year colleges available from the National Student Clearinghouse (NSCH). The NSCH is the closest proxy that the United States has to a national student-level record system. However, the NSCH database is limited by FERPA-suppressed student records and matching error and it is possible that some Skyline College students may be omitted from the NSCH database. Nonetheless, Skyline College is committed to the continued development of a Transfer Culture where the collective community is responsible for promoting transfer among all students, especially for those who have the goal of transferring to a four-year institution.

#### **GOAL E.1. Increase the number of disproportionately impacted students that transfer to four-year institutions at the 80% index or higher.**

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
-Continue implementation of Transfer Initiative Plan to promote a culture of transfer	<b>E.1.1</b>	<p><b>Provide professional development opportunities for full- and part-time faculty and staff that highlight best practices for enhancing student persistence and Transfer Culture.</b></p> <p>-Increase awareness, adoption, and evaluation of Transfer Initiative Plan strategies that are informed by the Completion by Design framework- Connection, Entry, Progress, and Completion</p> <p>-Explore the integration of transfer information and presentations in various formats, such as classroom presentations, division meetings, and workshops for first year students</p> <p>-Implement <i>Comprehensive Diversity Framework for Realizing Equity and Excellence (See Appendix A)</i> to increase cultural competency/fluency</p>	<p>Instructional and Student Services Administrators</p> <p>--Marketing, Communications, and Public Relations (MCPR)</p> <p>--Office of Planning, Research and Institutional Effectiveness (PRIE)</p> <p>-- Center for Transformative Teaching &amp; Learning (CTTL)</p>	-Formative and Summative Data (Quantitative and Qualitative)	Ongoing Fall 2016

<p>-Increase the number of disproportionately impacted students that transfer to four-year institutions to the 80% index or higher.</p>	<p><b>E.1.2</b></p>	<p><b>-Develop and provide presentations (online and face-to-face) on transfer to all transfer level courses</b>          -Transfer Center staff will attend division meetings to inform faculty of transfer services and programs          -Faculty and staff will have access to professional development for transfer related processes and programs          -Faculty will have access to presentations on transfer for students in their majors/divisions          -Develop cohort tracking model to gather longitudinal data and identify student persistence in transfer level courses          -Enhance transfer center programs and services targeting students interested in transfer          -Develop prescribed transfer pathways</p>	<p>--Instructional and Student Services Administrators          --Marketing, Communications, and Public Relations (MCPR)          --Office of Planning, Research and Institutional Effectiveness (PRIE)          -- Center for Transformative Teaching &amp; Learning (CTTL)</p>	<p>-Formative and Summative Data (Quantitative and Qualitative)          - Increased number of students earning 12 units and taking a transfer level math or English course          -Increase in student participation at Transfer Center programs and services</p>	<p>Ongoing          Fall 2015</p>
<p>-Increase transfer options by strengthening institutional relationships with four-year institutions</p>	<p><b>E.1.3</b></p>	<p><b>-Increase collaboration and articulation agreements with private, non-profit colleges/universities, CSU/UC institutions within and beyond the greater Bay Area, and out-of-state colleges/universities (HBCUs, HSI)</b>          -Maintain and increase Skyline College Associate Degrees for Transfer as appropriate          -Increase professional development opportunities for faculty, staff, and administrators to learn about Associate Degree for Transfer          -Increase participation in transfer guarantee options for students with four-year institutions</p>	<p>--Instructional and Student Services Administrators          --Marketing, Communications, and Public Relations (MCPR)          --Office of Planning, Research and Institutional Effectiveness (PRIE)          -- Center for Transformative Teaching &amp; Learning (CTTL)</p>	<p>-Formative and Summative Data (Quantitative and Qualitative)          -Increase number of students declaring and receiving Associate Degrees for Transfer</p>	<p>Ongoing          Fall 2017</p>

**GOAL E.2.** *Develop a data informed tracking system for a student equity transfer model.*

Expected Outcome	No.	Activities	Responsible Party	Evaluation Criteria	Completion Date
<ul style="list-style-type: none"> <li>- Systematic tracking system to identify students with transfer as a goal, who receive services, and transfer information</li> </ul>	<p><b>E.2.1</b></p>	<p><b>Collaborate with PRIE Office to design systematic data collection process to identify and track transfer and transfer ready students</b></p> <ul style="list-style-type: none"> <li>-Develop capacity for Degree Works to track student progress towards transfer</li> <li>-Develop intentional outreach/in-reach to students who have identified transfer as an educational goal and/or students who are near transfer.</li> <li>-Develop a shared information infrastructure to increase information sharing of student transfer enrollment data between four-year colleges/universities</li> </ul>	<ul style="list-style-type: none"> <li>- Office of Planning Research and Institutional Effectiveness (PRIE)</li> <li>- Vice President of Student Services</li> <li>- Transfer Initiative Advisory Committee</li> <li>- SMCCCD ITS Offices</li> </ul>	<ul style="list-style-type: none"> <li>-Completion of tracking system</li> </ul>	<p>Spring 2018</p>
<ul style="list-style-type: none"> <li>-Pilot the STEM Transfer Pod</li> </ul>	<p><b>E.2.2</b></p>	<p>Coordinate STEM specific Transfer Center workshops and events, and create additional academic support for STEM students so that transfer programs and academic support are integrated.</p>	<ul style="list-style-type: none"> <li>- Transfer Center</li> <li>- Transfer Initiative Advisory Committee</li> <li>- MESA Director</li> <li>- Dean of Science, Math, Technology</li> <li>- Dean of Counseling</li> </ul>	<ul style="list-style-type: none"> <li>-Formative and Summative Data (Quantitative and Qualitative)</li> </ul>	<p>Fall 2015</p>

# Budget



## SOURCES OF FUNDING

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Skyline College’s Student Equity Plan includes developing a campus-wide response of administrators, faculty, staff, and students via activities that address bridging the disproportionate impact of students in each success indicator. Skyline College leadership recognizes that effective equity efforts must intersect all aspects of the institution, including the financial demands. Therefore, activities identified in this Student Equity Plan call on the collaboration of existing institutional dollars with the state allocation to continue the work for equity and student success.

The financial commitment for these activities comes from multiple sources, including but not limited to: Student Equity Allocation, General Fund 1, Basic Skills Initiative, Student Success and Support Program, as well as grant-funded and categorical programs. Leadership at the administration, faculty, and staff level is committed to the successful implementation and evaluation of Skyline College’s student equity plan and will ensure that adequate funding is available for the activities outlined in the plan.

San Mateo County Community College District Allocation = \$822,568  
Skyline College Allocation = \$329,000 (40%)

Activity Category	Amount
Classified Hourly (academic support included)	\$115,000
Counseling	\$115,000
Professional Development	\$45,000
Evaluation Process Implementation	\$10,000
Travel- Professional Development	\$20,000
Supplies, Materials, Assessments	\$24,027.20
<b>TOTAL</b>	<b>\$329,027.20</b>



# Evaluation Schedule and Process



## EVALUATION SCHEDULE AND PROCESS

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Skyline College engages in a robust and participatory process of evaluation and planning to meet the needs of the community and our students. Driven by the Mission-Vision-Values of the College, the Office of Planning, Research and Institutional Effectiveness (PRIE) at Skyline College reports directly to the president and supports the institution's Education Master Plan and strategic priorities as outlined in the Strategic Plan. PRIE informs our understanding of the community we serve and supports the planning and decision-making processes that focus on student success. The evaluation and assessment process at Skyline College includes Program Review, which calls for a department/program to go through this evaluation process every six years. The Dean for PRIE provides the orientation and training workshop for all participants undergoing Program Review, providing information about the integration of key strategic planning priorities which include: the Education Master Plan, the Annual Program Plans, Institutional Learning Outcomes, and now the Student Equity Plan.

In support of the required reporting and evaluation components of the SEP, which are substantial, the PRIE Office will be implementing a robust reporting solution to manage the ongoing requirements of this and other projects. The implementation of SAP Business Objects, the identified solution, will ensure that the current reporting and evaluation needs identified in the SEP are efficiently managed and that all activities outlined to address areas of disproportionate impact can be accurately evaluated for their effectiveness. The Student Success and Support Program (SSSP) legislation, and subsequent SSSP Plan and SEP, are requiring greater levels of data collection and analysis in order to provide timely and accurate program evaluation for activities and interventions designed to improve student success and equity. This in turn requires the evolution of research and planning offices to efficiently and effectively address these requirements. Augmenting an existing integrated research, planning, and resource allocation infrastructure with enhanced tools for reporting and evaluation will result in better data-informed decision-making, and ultimately better outcomes for students as a result.

The SSSP/Student Equity Committee (See Appendix C), in conjunction with the Stewardship for Equity, Equal Employment and Diversity (See Appendix D), will oversee the evaluation schedule and process for Skyline College's Student Equity Plan. The Dean for PRIE is a member of both of these committees and will serve as the conduit for ensuring communication across committees and evaluation processes for the Student Equity Plan.

The following evaluation schedule indicates the time when a given activity will be completed and evaluated.

Success Indicator	Goal	Activity	Person Responsible	Completion Date	
Access	Increase and strengthen targeted outreach efforts to disproportionality impacted student populations Increase AB540 student enrollment	1.1	Office of Outreach and Community Relations Instructional and Student Services Deans Marketing, Communications, and Public Relations Student Services Program/Departments Planning, Research, and Institutional Effectiveness (PRIE)	Fall 2014 Ongoing	
		1.2	Office of Planning, Research, and Institutional Effectiveness Stewardship for Equity, Equal Employment and Diversity (SEED) Advisory Committee Office of Outreach and Community Relations Instruction and Student Services Deans	Spring 2016	
		1.3	Office of Planning, Research, and Institutional Effectiveness Stewardship for Equity, Equal Employment and Diversity (SEED) Advisory Committee Office of Outreach and Community Relations Instruction and Student Services Deans	Spring 2018	
	Increase foster youth student population by 20% in the 2017-2018 academic year	2.1	Office of Outreach and Community Relations Dean of Enrollment Services Dean of Counseling Financial Aid Office	Spring 2018	
		2.1	Office of Outreach and Community Relations Dean of Enrollment Services Dean of Counseling Financial Aid Office	Spring 2018	
			Office of Outreach and Community Relations Office of Planning, Research, and Institutional Effectiveness Stewardship for Equity, Equal Employment and Diversity (SEED) Office of Outreach and Community Relations Instruction and Student Services Deans	Spring 2015	
	Increase foster youth student population by 20% in the 2017-2018 academic year	2.3	Office of Outreach and Community Relations Dean of Enrollment Services Dean of Counseling Dean of Language Arts Division (Learning Community for Foster Youth) Financial Aid Office Planning, Research, Institutional Effectiveness (PRIE)	Spring 2018	
		To increase success rates in credit courses to the 80% index or higher for the disproportionately impacted students who identify as African American, Pacific Islander, or Latino	1.1	Stewardship for Equity, Equal Employment and Diversity (SEED) Advisory Committee	Fall 2015 Ongoing
			1.2	Learning Communities - Faculty, Staff Deans Instructional Leadership Team	Spring 2015
1.3	Learning Communities - Faculty, Staff, Deans Instructional Leadership Team Student Services Leadership Team		Fall 2017 Ongoing		

	1.4	Center for Transformative Teaching & Learning Student Services Leadership Team Instructional Leadership Team	Fall 2015 Ongoing
	1.5	Office of Planning, Research, and Institutional Effectiveness Stewardship for Equity, Equal Employment and Diversity (SEED) Advisory Committee Instruction and Student Services Deans	Spring 2016
	2.1	Early Alert Program Faculty Coordinator Student Success Program Faculty Coordinator Dean of Counseling Dean of PRIE	Fall 2015 Ongoing
<b>To increase the rates of course completion for students on academic probation and dismissal to that of the 80% bench group.</b>	2.2	Early Alert Program Faculty Coordinator Student Success Program Faculty Coordinator Dean of Counseling Counseling Faculty	Spring 2016
	2.3	Counseling Faculty Dean of Counseling Curriculum Committee	Spring 2015
	1.1	Dean of Academic Support and Learning Technologies Learning Center Director SI Coordinator On Course Leader Vice President of Instruction and Student Services College Success Initiative Committee SEED	Fall 2017 Ongoing
<b>ESL &amp; Basic Skills Completion</b>	1.2	Dean of Enrollment Services - Outreach Dean of Counseling - Transfer Center Planning, Research, and Institutional Effectiveness	Spring 2016
	2.1	Dean of Science, Math, Technology Dean of Enrollment Services - Outreach Dean of Language Arts - English Language Institute College Success Initiative Committee	Fall 2017 Ongoing
	2.2	Dean of Science, Math, Technology Mesa Director HTP Coordinator College Success Initiative Committee Program Services Coordinator- Learning Communities SEED	Fall 2017 Ongoing
	3.1	Dean of Language Arts ESOL Faculty English Language Institute Counseling Faculty - ESOL and Transfer Early Alert Coordinator Student Success Program Coordinator	Fall 2015
	3.2	Dean of Language Arts ESOL Faculty English Language Institute Counseling Faculty - ESOL, Puente, Transfer Early Alert Coordinator Student Success Program Coordinator	Spring 2016 Ongoing
	3.3	Dean of Language Arts ESOL Faculty English Language Institute Counseling Faculty - ESOL and Transfer Planning, Research, Institutional Effectiveness (PRIE)	Spring 2016 Ongoing

<b>Degree and Certificate Completion</b>	<b>Increase certificate and degree completion among disproportionately impacted student population to the 80% index or higher.</b>	<b>1</b>	Learning Communities- ASTEP, CIPHER Dean of Language Art - Learning Community Instructional Leadership Team Transfer Center	Fall 2016 Ongoing
		<b>1.2</b>	President's Cabinet Vice President of Student Services Vice President of Instruction	Fall 2015
<b>Transfer</b>	<b>Increase the number of disproportionately impacted students that transfer to four-year institutions at the 80% index or higher</b>	<b>1.1</b>	Dean of Counseling Transfer Center SSSP/Student Equity Advisory Committee Transfer Initiative Advisory Committee	Fall 2017 Ongoing
		<b>1.2</b>	Transfer Center Faculty and Staff Dean of Counseling Transfer Initiative Advisory Committee Vice President for Student Services	Fall 2015 Ongoing
		<b>1.3</b>	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee	Spring 2018 Ongoing
		<b>1.4</b>	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Office of Outreach and Community Relations Dean of Enrollment Services	Spring 2018 Ongoing
		<b>1.5</b>	Dean of Language Arts - Learning Community Puente, Kababayan, CIPHER Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Office of Outreach and Community Relations Dean of Enrollment Services	Spring 2018 Ongoing
	<b>Develop a data informed tracking system for a student equity transfer model</b>	<b>2.1</b>	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Planning, Research, Institutional Effectiveness (PRIE) District IT Services	Spring 2018
		<b>2.2</b>	Dean and Faculty of Science, Math, Technology Mesa Director Dean of Counseling Transfer Center - Faculty	Fall 2015
		<b>2.3</b>	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Planning, Research, Institutional Effectiveness District IT Services	Spring 2018 Ongoing
		<b>2.4</b>	Dean of Counseling Transfer Center Transfer Initiative Advisory Committee Planning, Research, Institutional Effectiveness (PRIE) SEED	Spring 2018 Ongoing

# Attachments



## Appendix A – Comprehensive Diversity Framework

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The Student Equity Plan follows a robust period of intensive work at Skyline College beginning in 2005 to address issues of diversity and equity in the pursuit of institutional effectiveness. This work resulted in the development of our *Comprehensive Diversity Framework*. After completing a campus wide, comprehensive, and community informed process over the course of two years, our Comprehensive Diversity Framework aligns directly with our current Student Equity Plan. Our understandings of student success, access, equity, and diversity—among others—have grown more nuanced and intersectional, as have our strategies and tools for inquiry and for achieving our vision.

Please go the link provided to see the Work Plan for Skyline College’s Comprehensive Diversity Framework:

[Skyline College Comprehensive Diversity Framework](#)

## Appendix B – Campus Based Research Methodology

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### Access – The P Index

- 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 Skyline 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 SKYLINE’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 Skyline 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 = 6.36 for Skyline students aged 20 – 24 to a P Index = 0.12 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of Skyline programs, services, and the larger college participation rates of these 2 groups.

### The 80% Index

- 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.
- Depending on the indicator, the “Reference Group” used will either be the a) largest sub-group or b) the highest performing sub-group. In some instances, the same sub-group meets both criteria.
- Using this methodology, the 80% Index data column highlights the extent to which various populations’ successful course completion rates are within or outside of the 80% standard.



- 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 Skyline 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 ( $n < 50$ ).

**Appendix C – SSSP/Student Equity Plan Advisory Committee**

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<b>Name</b>	<b>Campus Representation</b>
Dr. Joi Blake	Vice President for Student Services
Dr. Angélica Garcia	Dean of Counseling/Advising & Matriculation (SSSP Coordinator & Chair)
Dr. John Mosby	Dean of Enrollment Services
Aaron McVean	Dean of Planning, Research, & Institutional Effectiveness
Lucia Lachmayr	English Faculty, Puente, and SEED
Nina Floro	Faculty and Center for Transformative Teaching & Learning
Nicole Harris	President, Associated Students of Skyline College
Regina Morrison	Director of Financial Aid
Chris Rico	ESOL Program Services Coordinator
Mary Gutierrez	Dean of Language Arts Division
Lezra Chenportillo	Career Services Center
David Hasson	Math Faculty and SEED
Chris Gibson	English Faculty, CSI (Basic Skills)
Carla Campillo	Counseling Faculty, Early Alert Program
Donna Bestock	Dean of Social Sciences
Dr. Jonathan Paver	Dean of Academic Support and Learning Technologies
David Reed	Director of Learning Center
Jocelyn Vila	Financial Aid, Foster Youth
Ray Hernandez	Dean of Science, Math & Technology
Judy LaRiviere	Disability Resource Center
Goldie Lee	Assessment Center
Dr. Jonathan Paver	Dean of Academic Support and Learning Technologies

**Appendix D – Stewardship for Equity, Equal Employment & Diversity Advisory Committee (SEED)**

<b>Name</b>	<b>Campus Representation</b>
Lucia Lachmayr	English Faculty, Co-Chair
David Hasson	Math Faculty, Co-Chair
Amory Cariadus	Director of Student Support and Student Services
Arash Daneshzadeh	Interim TRiO Director
Angélica Garcia	Dean of Counseling
Jonathan Gonzalez	ASSC
Gianna Grelli	ASSC
Raymond Jones	Director of Middle College
Jessica Lopez	TRiO Counseling Faculty
Melissa Matthews	DSPS Counseling Faculty
David Reed	Director of Learning Center
Richard Soyombo	Dean of Global Learning Division
Pat Tyler	Classified, SMT Representative
Phillip Williams	Math Faculty
William Watson	Director of SparkPoint
Lavinia Zanassi	Career Counseling Faculty
Serena Chu	Language Arts
Nina Floro	English Faculty
Nathan Jones	English Faculty
Sherrie Prasad	Classified Representative
Jocelyn Vila	Financial Aid, Outreach Representative
Aaron McVean	Dean of Planning, Research and Institutional Effectiveness

**BOARD REPORT NO. 14-11-3C**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Peter Bruni, Manager, Distance Education and Instructional Design

**INFORMATION REPORT ON XLONLINE COURSES**

XLOnline Courses is the brand name for the next generation of online instruction being developed by and offered exclusively through the San Mateo County Community College District.

XLOnline development team members will discuss how XLOnline courses can expand access to higher education and increase student success.

The XLOnline team members are:

**From College of San Mateo Math/Science Division:**

Charlene Frontiera, Dean, Math/Science Division  
Tania Beliz, Professor, Biology  
Lin Bowie, Instructor, Biology  
Yin Mei Lawrence, Professor, Chemistry  
Christopher Smith, Associate Professor, Biology

**From College of San Mateo:**

Michelle Brown, Assoc. Professor, Creative Arts/Social Sciences  
Lorrita Ford, Director, Library and Learning Services

**From District Educational Services and Planning:**

Peter Bruni, Manager, Distance Education/Instructional Design

**BOARD REPORT NO. 14-11-4C**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

**REPORT ON COMPUTER INFORMATION SCIENCE (CIS) BUSINESS NEEDS ASSESSMENT**

A Board Goal for 2013-14 included a goal of conducting a comprehensive needs assessment of community needs which included a community needs assessment, a business needs assessment and a student needs assessment. The Board has previously received the results of the Community Needs Assessment, the Student Needs Assessment, and four of the five industry segments examined as part of the Business Needs Assessment (Healthcare, Biotech, Accounting, and Art/ Design/New Media). Tonight the Board will receive the results of the last industry segment studied: Computer Information Science.

The report on this segment was delayed because, unlike the other segments, personal interviews of business owners--rather than focus groups and/or surveys--were needed in order to understand the education/training gaps as they are viewed by business owners. Faculty from all three Colleges conducted the interviews--in person and by phone--during the Summer.

## COMPUTER AND INFORMATION SCIENCES EMPLOYER NEEDS ASSESSMENT REPORT

### ISSUES

Nearly every business uses a computer. Most US citizens own a personal computer. As the world becomes increasingly connected, opportunities for technological innovation abound. Jobs in Computer and Information Sciences (CIS) will continue to swell as connectivity increases and technology evolves. Tremendous opportunity exists for students who wish to enter the CIS field.

The Computer and Information Sciences sector is projected to have a large number of openings in the region (San Mateo, San Francisco, Santa Clara, Alameda, Marin) through 2017 that cross sectors and occupations. These jobs will exist in most industries, demanding customized skills and knowledge of emerging software and technology. By 2017, the region is expected to have 25,478 computer related jobs with 974 annual openings. Wages in each of these categories range from \$30.00-\$54.00 per hour. The greatest numbers of openings projected for the following occupations within the sector:

<i>CIS Projected Openings</i>		
<i>Position</i>	<i>Projected Annual Openings</i>	<i>Projected Jobs in 2017</i>
Computer Software Engineers, applications	234	6,676
Computer Software Engineers, systems software	152	4,745
*Computer Support Specialists	123	2,693
Computer Systems Analysts	163	4,047
Network and Computer Systems Administrators	89	2,193
Network Systems and Data Communication Analysts	136	2,963
*Computer Specialists, All Other	77	2,161
Total	974	25,478

Source: The Economic Modeling Specialists Incorporated (EMSI) database for San Mateo, San Francisco, Santa Clara, Alameda, Marin.

\*Computer Support Specialists and Computer Specialists (All Other) positions require the least amount of training and education, typically an Associate Degree or Certificate.

This assessment sought to define the IT labor market demands within San Mateo County.

### ASSESSMENT PROCESS

Our effort to understand entry-level Computer and Information Sciences needs in San Mateo County began with labor market data. A work group comprised of faculty and deans from Computer Information Systems at all three Colleges analyzed data and met to discuss how to assess labor market needs.

Interviews with two leading IT recruitment firms were conducted to gather baseline data. The results indicated that small businesses generally have the most flexible hiring criteria. Based on further analysis of small business data, a series of 85 interviews with small business were then conducted across San Mateo County.

### COMPUTER INFORMATION SYSTEMS FINDINGS FOR THE COLLEGES

Two firms that recruit computer support positions (temporary and permanent) in San Mateo County were interviewed: Aerotek and Tech Systems. They articulated industry standards and entry-level hiring needs.

- Entry-level requirements for medium to large sized companies:
  - Education: Four-year degrees are usually required. Substantial experience (7-8 years) may sometimes substitute.
  - Certificates desired in addition to a degree: CompTIA A+ certification; Windows 7 Configuration (MCTS); and Enterprise Desktop Support Technician on Windows 7 (MCITP)
  - Internships: Recruiters agree that internships are critical for candidates seeking IT related jobs.

Recruiters indicated that a four-year degree is usually required for entry-level jobs at medium to large sized organizations. They believe that small business hiring criteria is less stringent. Interviews from previous SMCCCD assessments (Accounting and Digital and Media Arts) also indicated that small businesses have more flexible hiring criteria for entry-level positions.

The majority of San Mateo County businesses employ fewer than 249 employees. Based on the large numbers of small businesses in San Mateo County, it was decided that a more intensive exploration of small business computer support needs was necessary:

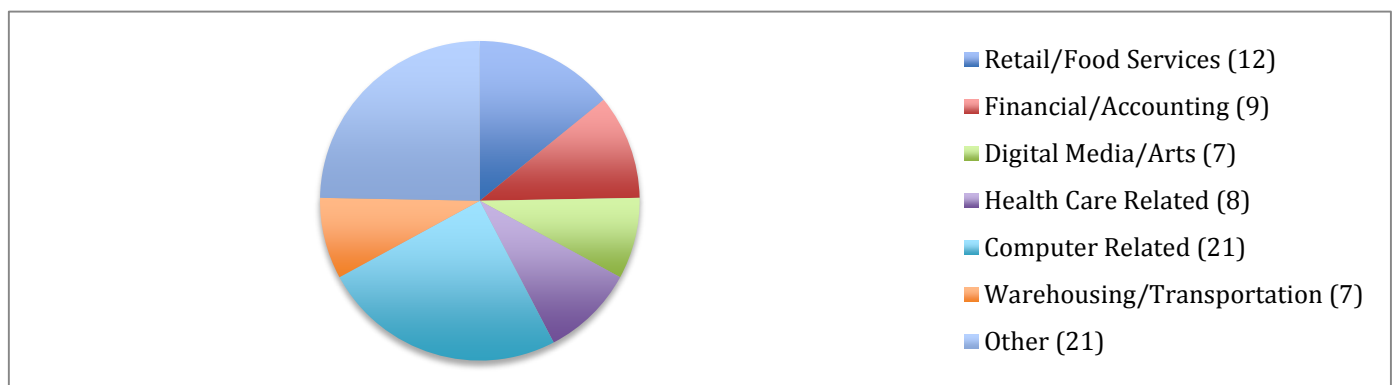
<b>San Mateo County Business by size</b>								
Size Categories	Total	0-19	20-49	50-99	100-249	250-499	500-999	1000+
No. of Businesses	82,689	74,752	4,895	1,729	945	222	89	57
No. of Employees	901,137	250,123	148,074	119,809	141,740	74,229	61,245	105,917

Source: CA EDD, Labor Market Information Division, [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov).

Small business owners typically fulfill multiple roles within their busy organizations. With fewer resources compared to their medium-and-large sized counterparts, they are difficult to reach for interviews and surveys. For this reason, CIS faculty from all three colleges were placed on assignment to conduct the interviews during Summer, 2014.

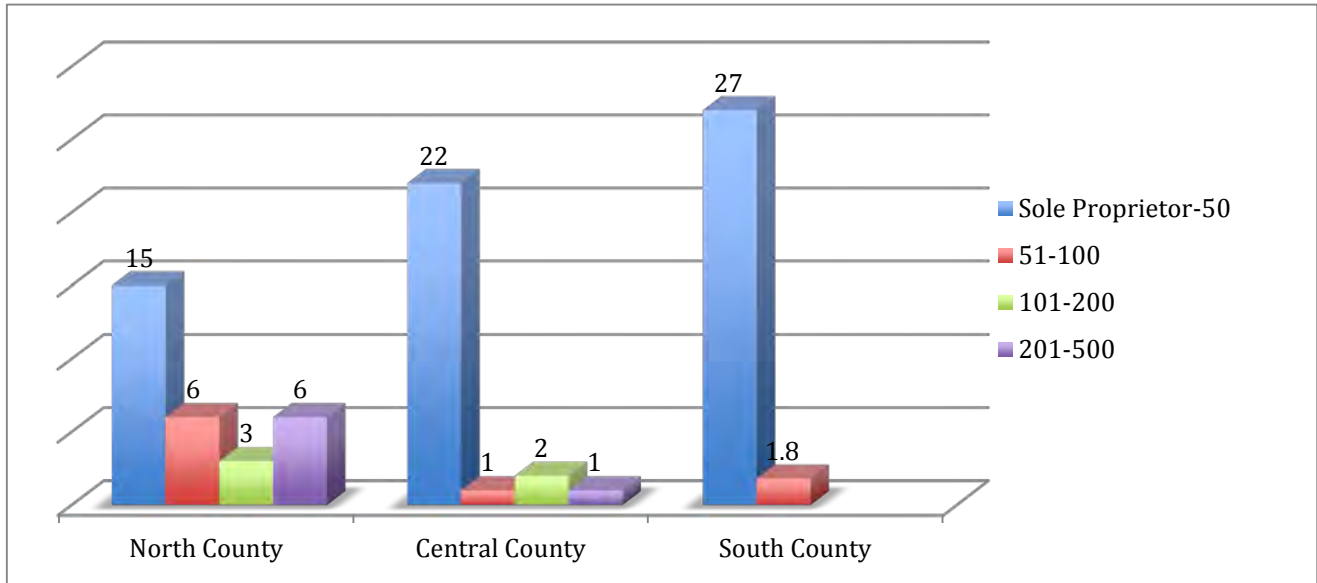
Eighty-five interviews with San Mateo County small businesses were completed during the summer regarding their Information and Technology (IT) needs. The interviews were conducted across the County from a range of sectors:

**Interviews Completed by Sector**



The majority (75%) of businesses interviewed have under 50 employees. None of the businesses interviewed had more than 500 employees.

**Businesses Interviewed by Size and Location**

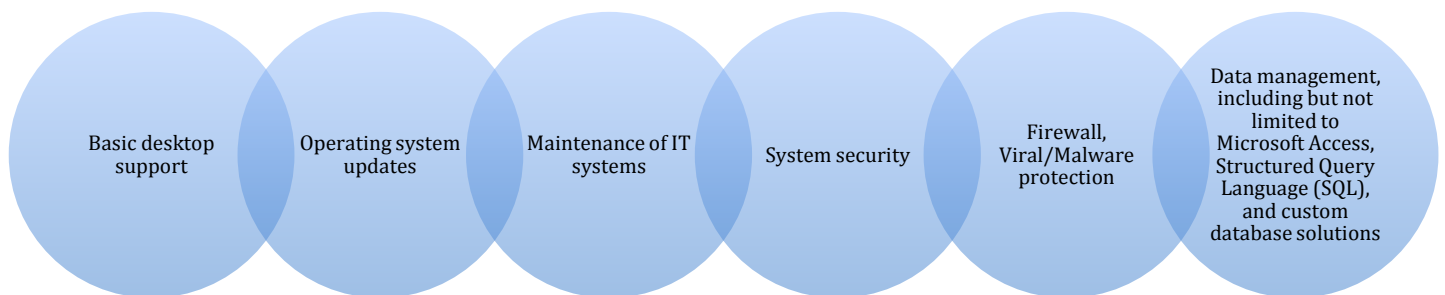


The purpose of the interviews was to:

1. Identify specific entry-level positions.
2. Define entry-level CIS career pathways for SMCCCD students
3. Refine CIS curriculum to maximize students’ access to entry-level jobs in San Mateo County small businesses.
4. Find potential internships within small businesses for SMCCCD students.
5. Recruit small business CEO and COOs to serve on Advisory Committees.

**Top IT Challenges of Businesses Interviewed**

College faculty who conducted the interviews identified the top six IT challenges of local businesses:





## System Challenges

Within each of the above-listed IT challenges are issues related to a range of hardware, software, network, support and other issues. Details are outlined for each of these categories:

Hardware	Software	Network	Support	Other
New hardware purchase	Install of new software	Keeping systems running	Systems Maintenance	Security: Virus protection
New hardware installation	Maintenance of software	Problem solving	Windows and desktop support	Security: firewall inclusion of network architecture
Hard drive replacement	Database management	Trouble shooting	Phone system support	Social media marketing
Data back up	Point of Sale (POS) Software support and maintenance	Network connectivity		Website development
Printer malfunctions	Basic windows support	Network design skills		Voice Over Internet Protocol (VoIP Systems)
New hardware replacement	Virus removal	Internet and Intranet		
	Driver issues			
	Applications support			Training of employees resulting from system upgrades
	Applications that require various versions of JAVA			Cloud repository and access
	Software incompatibility			Cabling
	Memory optimization			Phone systems
	Operating system upgrades			Virus removal
	Data synchronization			Mobile Application knowledge
	Integrating mobile and desktop solutions			

## Skills Needed to Address IT Challenges

Small businesses identified skill sets that they believe are needed to address their IT related challenges:

- ✓ Career readiness: Candidates applying to work for small businesses in the IT field need interpersonal skills both for the interview and, when hired, for customer relations. A comprehensive, detailed resume is critical to attaining an interview. Small business owners identified a good work ethic as an ongoing issue with new employees. Other skills needed:

- Problem solving skills
- Workplace etiquette
- Ability to work independently
- Project management skills
- IT Skills
- Diverse skill sets with both Macs and PCs
- Desktop support
- System administration
- Database management
- Networking
- Adobe Creative Suite (Adobe CS) Software knowledge
- Printer repair

- Desired Degrees and Certifications

When small businesses hire entry-level IT professionals, degrees/certificates are not the top qualifications, but are one of several considerations. Personal referral and previous experience are also considered.

### Small Business Hiring Considerations



- Most small businesses interviewed hire based on experience/competence and references. Personal referrals are a strong contributor to hiring decisions.
  - All small businesses interviewed prefer candidates that can demonstrate experience within the IT field.
  - Degrees are not required but are important to showcase potential skill sets. Few businesses interviewed require a four-year degree.
  - Certificates are desirable. Those mentioned include:
    - Microsoft Certified Solutions Associate (MCSA)
    - Microsoft Certified Solutions Expert (MSCE)
    - Microsoft AX
    - Cisco Certified Network Associate CCNA
- Districtwide Opportunities To Address IT Skills Gaps in Small Businesses
    - As personal referrals and experience are important considerations to small businesses that are hiring, internships add credibility to the potential employees' job search. Currently there are not enough internships available for our students.

- Certificates offer an opportunity to highlight specific skills and training. A range of CIS certificates are currently offered through SMCCCD. Certificates need to add obvious value for small business. Certificate and course names will need to translate into non-technical terms that a small business will recognize and value.
- Career readiness is crucial to get a job. Communication skills and accurate resumes are essential. Interpersonal skills are necessary to work with both colleagues and customers.

### IMPACT ON DISTRICT PROGRAMS

1. New Certificate in End User Devices: Skyline College is in the process of developing a new certificate to incorporate skills for “Mobile End User Device Support” (Spring 2015). This certificate will address support for phone, tablet, and mobile devices that includes Bluetooth connectivity.
2. New Certificate To Serve Small Business Needs: CSM intends to develop a cross-discipline certificate that will include Computer Network, Computer Support, and Office Management courses.
3. Course Revisions Scheduled for Spring 2015: Both CSM and Skyline discussed the need to revise certificates so that they are simply named. Skyline will be either revising or creating courses to address Voice Over Internet Protocol (VOIP), Virtualization (Using VMware or Microsoft product line to logically divide or combine hardware and software resources in cost effective and technically efficient process), and Advanced Security Networking (enhancement to current courses).
4. Reintroduce Introduction to Linux Administration Course: Skyline will reintroduce this course in Fall 2015.
5. Internships: All employers emphasized the importance of internships that give students hands on experience in the field. The Colleges are seeking out increased internship opportunities for students by contacting SMCCCD alumni, the District’s IT department, and interviewees from this assessment. Many of the business leaders interviewed indicated that they would accept interns from the District Colleges. A database of potential internships needs to be developed and maintained to efficiently place students.
6. Inclusion of Open Ended, Open Source projects into classes and internships. Faculty from Canada College use open ended, open source projects as a means to build experience into coursework.
  - Open Ended Projects are designed for students to choose/imagine a challenge they want to tackle. A Professor assigns the project as open-ended (i.e. students choose the project) with the condition that the project must meet a specific set of criteria. Students form teams and brainstorm an approach. Students submit a written proposal on their proposed project including: clearly defined goals, team tasks, and a tentative schedule. They then work on their project during the semester. Near end of term-- students give a presentation on their project including: their design approach; challenges encountered; reflections on what they learned; and a demonstration of their finished product. This includes a written report.
  - Open Source Projects are those that the code (the source) is freely available for distribution and use in other software. These are “living” projects that are posted on a community website and will change and grow as the community improves the source (e.g. finds and fixes bugs) or adds functionality. Anyone can contribute to the project through a web forum. A popular web hub for Open Source Projects is GitHub. It links to many open source organizations (each with many projects) including Adobe, Netflix, Twitter, Yelp, etc. The open source movement can be used as a project medium in the programming classroom. In this model, students would find an Open Source Project they are interested in and identify key components to work on that could include: 1) test, find, and fix bugs; 2) add new features; 3) enhance existing features; and 4) port over to another platform (e.g. from C++ to C#).

Project-based learning of this nature offers real experience that can be applied to future jobs. Interest from other faculty in this type of project-based learning is high and will be pursued by the other colleges.
7. Departmental Name Change: At Skyline College, the Science/Mathematics/Technology Division and the Telecommunications and Networking Information Technology (TCOM) faculty are requesting a department name change to Network Engineering Technologies (NETX). They believe that the name will best reflect marketplace and industry needs. This change will be in effect Fall 2015.

**BOARD REPORT NO. 14-11-5C**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6790

**DISTRICT FINANCIAL SUMMARY FOR THE QUARTER ENDING SEPTEMBER 30, 2014**

In accordance with Education Code Section 72413, the State Chancellor's Office requires submission of a Quarterly Financial Status Report (Form CCFS-311Q) and a copy of the District's financial report.

Attached is Form CCFS-311Q (Exhibit A) for the quarter ending September 30, 2014, which was forwarded to the State Chancellor's Office and the San Mateo County Superintendent of Schools on November 13, 2014.

**General Fund—Unrestricted:** Below is financial data for the unrestricted portion of the General Fund for the quarters ending September 30, 2013 and September 30, 2014.

	<u>Amount</u>		<u>Difference</u>	
	<u>09/30/13</u>	<u>09/30/14</u>	<u>Amount</u>	<u>Percentage</u>
<b><u>INCOME:</u></b>				
State Aid	\$ 2,695,019	\$ 750,568	\$ (1,944,451)	(72.15)
Enrollment Fees	5,365,159	5,642,415	277,256	5.17
Non-Resident Tuition	1,646,722	2,206,131	559,409	33.97
Property Tax	694,600	125,479	(569,121)	(81.94)
Interfund Transfer	0	0	0	N/A
Other Income	2,522,418	2,657,448	135,031	5.35
<b>Total Income</b>	<b>\$ 12,923,917</b>	<b>\$ 11,382,041</b>	<b>\$ (1,541,876)</b>	<b>(11.93)</b>
% of Budget	9.92%	8.38%		
<b><u>Expenses:</u></b>				
Academic Salaries	\$ 9,184,405	\$ 10,903,821	\$ 1,719,416	18.72
Classified Salaries	6,357,255	7,017,774	660,520	10.39
Administrative Salaries	1,816,159	2,184,027	367,868	20.26
Fringe Benefits	5,929,105	7,309,538	1,380,433	23.28
Supplies & Materials	571,503	652,240	80,737	14.13
Operating Expenses	3,166,401	3,454,424	288,022	9.10
Capital Outlay	5,539	11,521	5,982	108.01
Transfer Accounts	36	490,003	489,967	N/A
<b>Bills &amp; Salaries</b>	<b>\$ 27,030,403</b>	<b>\$ 32,023,348</b>	<b>\$ 4,992,945</b>	<b>18.47</b>
% of Budget	18.83%	21.85%		

Total General Fund Income decreased by 11.93% over last year, mainly due to the distribution of State EPA apportionment and RDA asset liquidation revenue. Bills and salaries increased by 18.47% because of new hires and COLA and benefit rates increases compared to 2013-14.

**OTHER FUNDS:** Included in Exhibit B are the financial data for all other funds. Total income and expenditures, comparing the same period for 2013-2014 and 2014-2015, are listed below:

<b>Restricted General and Other Funds</b>				
	<b>Amount</b>		<b>Difference</b>	
<b>Summary:</b>	<b>09/30/13</b>	<b>09/30/14</b>	<b>Amount</b>	<b>Percentage</b>
Income	\$ 26,536,715	\$ 18,760,650	\$ (7,776,065)	(29.30)
Bills & Salaries	\$ 51,204,556	\$ 47,739,453	\$ (3,465,103)	(6.77)

Revenue and expenditures from Other Funds decreases were due to a decrease in reimbursement from the County for General Obligation Bond construction and payment of major Bond Projects.

**REPORT ON INVESTMENTS:** As of September 30, 2014, the District has a deposit of \$58,296,612 in total investments with the Local Agency Investment Fund (LAIF) of the State Treasurer's Office, County Pool Investment, and Money Market Account with local banks. The average yields on LAIF, County Pool, Money Market Account and Oil Well Bond Account with local banks were 0.24%, 0.76%, 0.9% and 0.05%, respectively. These deposits consisted of the following sources:

<b>Investment Type</b>	<b>LAIF Investment</b>	<b>County Pool Investment</b>	<b>Money Market, CD Investment</b>	<b>Special Deposit Bond</b>	<b>Total Investment</b>
Unrestricted Gen. Fund	\$ 89,133	\$ -	\$ 35,661,070	\$ -	\$ 35,750,203
Capital Outlay Fund				5,000	5,000
Agency Fund	54,384	13,544,177	8,942,848	-	22,541,409
Total Investment	\$ 143,517	\$ 13,544,177	\$ 44,603,918	\$ 5,000	\$ 58,296,612

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

**Quarterly Financial Status Report, CCFS-311Q**  
**VIEW QUARTERLY DATA**

CHANGE THE PERIOD

**Fiscal Year: 2014-2015**

**Quarter Ended: (Q1) Sep 30, 2014**

**District: (370) SAN MATEO**

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2011-12	Actual 2012-13	Actual 2013-14	Projected 2014-2015
<b>I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:</b>					
A.	<b>Revenues:</b>				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	110,904,919	127,520,416	135,790,198	134,823,883
A.2	Other Financing Sources (Object 8900)	2,755,621	4,968,388	4,553,777	1,301,757
A.3	<b>Total Unrestricted Revenue (A.1 + A.2)</b>	113,660,540	132,488,804	140,343,975	136,125,640
B.	<b>Expenditures:</b>				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	107,863,652	115,718,817	119,336,708	132,327,656
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	6,820,939	16,667,798	20,586,908	3,505,564
B.3	<b>Total Unrestricted Expenditures (B.1 + B.2)</b>	114,684,591	132,386,615	139,923,616	135,833,220
C.	<b>Revenues Over(Under) Expenditures (A.3 - B.3)</b>	-1,024,051	102,189	420,359	292,420
D.	<b>Fund Balance, Beginning</b>	20,625,631	19,601,580	19,703,769	19,703,766
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	<b>Adjusted Fund Balance, Beginning (D + D.1)</b>	20,625,631	19,601,580	19,703,769	19,703,766
E.	<b>Fund Balance, Ending (C. + D.2)</b>	19,601,580	19,703,769	20,124,128	19,996,186
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	17.1%	14.9%	14.4%	14.7%

**II. Annualized Attendance FTES:**

G.1	Annualized FTES (excluding apprentice and non-resident)	19,530	19,614	18,578	18,500
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**III. Total General Fund Cash Balance (Unrestricted and Restricted)**

	Description	As of the specified quarter ended for each fiscal year			
		2011-12	2012-13	2013-14	2014-2015
H.1	Cash, excluding borrowed funds		3,790,705	5,946,886	9,698,223
H.2	Cash, borrowed funds only		23,960,000	20,000,000	18,655,000
H.3	<b>Total Cash (H.1+ H.2)</b>	23,027,558	27,750,705	25,946,886	28,353,223

**IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:**

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
<b>I. Revenues:</b>					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	134,673,370	134,814,355	10,180,284	7.6%
I.2	Other Financing Sources (Object 8900)	0	1,101,757	1,201,757	109.1%
I.3	<b>Total Unrestricted Revenue (I.1 + I.2)</b>	134,673,370	135,916,112	11,382,041	8.4%
<b>J. Expenditures:</b>					
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	142,894,801	143,107,541	31,533,345	22%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	2,475,561	3,505,564	490,003	14%
J.3	<b>Total Unrestricted Expenditures (J.1 + J.2)</b>	145,370,362	146,613,105	32,023,348	21.8%
K.	<b>Revenues Over(Under) Expenditures (I.3 - J.3)</b>	-10,696,992	-10,696,993	-20,641,307	
L.	Adjusted Fund Balance, Beginning	19,703,766	19,703,766	19,703,766	
L.1	<b>Fund Balance, Ending (C. + L.2)</b>	9,006,774	9,006,773	-937,541	
M.	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	6.2%	6.1%		

**V. Has the district settled any employee contracts during this quarter?**

**YES**

**If yes, complete the following: (If multi-year settlement, provide information for all years covered.)**

Contract Period Settled (Specify)	Management	Academic		Classified
		Permanent	Temporary	

YYYY-YY	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
<b>a. SALARIES:</b>								
<b>Year 1:</b>								
<b>Year 2:</b> 2014-15	353,887	3.69%	1,061,635	3.69%	426,874	3.69%	1,263,227	3.69%
<b>Year 3:</b>								
<b>b. BENEFITS:</b>								
<b>Year 1:</b>								
<b>Year 2:</b> 2014-15	101,849	3.69%	343,970	3.69%	34,598	3.69%	498,114	3.69%
<b>Year 3:</b>								

\* As specified in Collective Bargaining Agreement or other Employment Contract

**c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.**

This is the 2nd of three year contract with the bargaining units and total cost increase is funded by reserve.

For year 3 (2015-16), 60% of the assessed valuation increase above 3% will be added to the 2% compensation increases stated in the contract.

**VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)?** **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

**VII. Does the district have significant fiscal problems that must be addressed?** **NO**  
**This year?**  
**Next year?** **NO**

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

**San Mateo County Community College District  
DISTRICT CASH FLOW SUMMARY  
FOR THE QUARTER ENDING September 30, 2014**

	<u>GENERAL FUND</u>	<u>PAYROLL FUND</u>	<u>GENERAL RESTRICTED FUND</u>	<u>INSURANCE &amp; DEBT SERVICES FUND</u>	<u>CAPITAL OUTLAY FUND</u>	<u>CHILD CARE FUND</u>	<u>STUDENT AID FUND</u>	<u>POST-RETIREMENT RESERVES</u>
<b>Beg. Cash Balance in County Treasury</b>	8,079,791.28	2,821,809.30	15,828,053.90	39,192,858.83	109,027,199.97	3,767,522.27	17,510.09	-
<b>Cash inflow from operations:</b>								
Year-to-date Income	11,382,041.27		6,155,657.63	279,283.30	2,572,768.18	297,560.01	8,611,986.00	843,394.98
Accounts Receivable	4,622,634.86	8,872.23	(38,406.08)	37,774.23	(17,969,847.00)	(3,705.01)	657,782.70	8,003,543.95
Advances / Prepaid	86,267.18	110,239.88	27,588.87	-	86,887.83			
Cash awaiting for deposit	146,021.67							
<b>Total Income</b>	<b>24,316,756.26</b>	<b>2,940,921.41</b>	<b>21,972,894.32</b>	<b>39,509,916.36</b>	<b>93,717,008.98</b>	<b>4,061,377.27</b>	<b>9,287,278.79</b>	<b>8,846,938.93</b>
<b>Cash outflow for operations:</b>								
Year to date expenditure	32,023,347.93		5,553,708.98	25,699,899.28	5,795,699.97	992,331.71	8,697,812.96	1,000,000.00
Deferred Income	7,080,559.17	-	768,603.67	-	116,289.50	19,216.40	145,647.00	1,451.64
Account Payable	(11,179,420.16)	(1,180,523.87)	18,653.21	255.28	4,341,399.22	29,006.45	425,766.47	-
<b>Cash Balance From Operations</b>	<b>(3,607,730.68)</b>	<b>4,121,445.28</b>	<b>15,631,928.46</b>	<b>13,809,761.80</b>	<b>83,463,620.29</b>	<b>3,020,822.71</b>	<b>18,052.36</b>	<b>7,845,487.29</b>
<b>Other Cash inflow</b>								
Medical Flex Plan / Revolv. Fund	(100.00)							
TRANS	18,655,000.00							
Trusts (JPA & 3CBG)								
<b>Beg. Investment Balance</b>								
LAIF Balance	89,029.36							54,320.87
County Pool Balance	-							5,750,459.02
Special Bond					857.02			-
C.O.P. & Others	29,213,852.79			197.80	5,000.00			8,891,142.37
<b>Total Beg. Balance</b>	<b>29,302,882.15</b>			<b>197.80</b>	<b>5,857.02</b>			<b>14,695,922.26</b>
<b>Y.T.D. Investment Balance</b>								
LAIF Balance	89,132.74							54,383.95
County Pool Balance	-							13,544,177.46
Special Bond					857.02			-
C.O.P./Bank CD	35,661,069.81			197.80	5,000.00			8,942,848.14
<b>Y.T.D. Balance</b>	<b>35,750,202.55</b>			<b>197.80</b>	<b>5,857.02</b>			<b>22,541,409.55</b>
Net Cash changes from Investment	(6,447,320.40)			-	-			(7,845,487.29)
Net changes from unrealized gain / (loss)	-							
Cash Balance in County Treasury	8,599,848.92	4,121,445.28	15,631,928.46	13,809,761.80	83,463,620.29	3,020,822.71	18,052.36	(0.00)
<b>Net Cash (Excluding TRANS &amp; Trusts)</b>	<b>(10,055,151.08)</b>	<b>4,121,445.28</b>	<b>15,631,928.46</b>	<b>13,809,761.80</b>	<b>83,463,620.29</b>	<b>3,020,822.71</b>	<b>18,052.36</b>	<b>(0.00)</b>