



Santiago Canyon College



Student Equity Plan

2014



Santiago Canyon College

Student Equity Plan Signature Page

District: Rancho Santiago **Date Approved by Board of Trustees:** 12/8/14
Date Approved by College Council: 11/25/14

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Santiago Canyon College

Student Equity Plan

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Executive Summary



Santiago Canyon College

Santiago Canyon College Student Equity

Executive Summary

2014

Santiago Canyon College recognizes the importance of student equity. The college is committed to ensuring its tenets are paramount to the integration of our campus wide plans for all students. The college established a Student Equity Committee, modeling the participatory governance structure, which identified disproportionate impact within the target populations as validated with data collected by our Office of Institutional Effectiveness. Our Student Equity plan will remain a living document which guides us annually to provide students with specialized services that will escort them onward to their academic goals.

Target Populations

Santiago Canyon College aligned its target populations with those required for plan development. As a result, our plan was drafted for the following groups:

- | | | |
|--------------------------|---------|---------------|
| •African-American | •White | •Disabled |
| •Asian/Pacific/Filipino | •Female | •Foster Youth |
| •Latino | •Male | •Low Income |
| •Native American/Alaskan | •Age | •Veterans |

Goals

Once we identified disproportionate impact within each indicator, as demonstrated by data within each subgroup, goals were established to address strategies required to assist students' achievement rates within the indicators.

Goal 1: Access

- A1.** SCC will maintain a commitment to equitable access for underrepresented students from the communities served through strategic and continuous planning and evaluation.
- A2.** Create and maintain equitable access for foster youth through specialized services and activities that target this student population.

Goal 2: Course Completion

- B1.** Increase the course completion rates among all students and continue to monitor and address disparities identified among targeted student equity groups.
- B2.** Increase the rates of course completion and retention among foster youth.

Goal 3: ESL and Basic Skills Completion

- C1.** Develop and implement educational strategies that increase student success in ACE and basic skills courses in Math, English and Reading.
- C2.** Increase the rates at which foster youth successfully complete basic skills coursework and go on to complete a degree applicable course in the same discipline.

Goal 4: Degree and Certificate Completion

- D1.** Increase degree and certificate completion rates in underrepresented student groups to achieve an equitable balance of degree and certificate attainment across all targeted student equity groups.
- D2.** Increase the number of foster youth who successfully receive a degree or certificate that aligns with their informed matriculation goal.

Goal 5: Transfer

- E1.** Increase transfers to 4-year institutions, especially among targeted equity groups.
- E2.** Increase the number of foster youth who successfully transfer to 4-year universities.

Activities and Outcomes

Santiago Canyon College formulated our activities using a bevy of currently implemented programs, as well as by identifying areas where new support services are needed in order to address the disproportionate impacts that our data revealed. The following activities are noted for each indicator, followed by its respective outcome.

Access A1

- A1.1 Establish an Office of Student Equity and hire a Director to oversee Student Equity Plan implementation and evaluation.
- Outcome: Dedicated office with a full-time Director responsible for overseeing the implementation of Student Equity Plan goals, activities, research and evaluation.
- A1.2 Hire a full-time Research Analyst funded 50% through Student Equity and 50% through SSSP.
- Outcome: Dedicated position for collecting, analyzing and reporting data related to equity, student success achievement and learning.
- A1.3 Hire a 19-hour ongoing Senior Clerk to support Student Equity Office operations and activities.
- Outcome: Dedicated Part-time classified position to support operations of the Office of Student Equity and implementation of student equity activities within the college and community.
- A1.4 Provide faculty, staff and administrators with professional development training opportunities related to equity-mindedness, cultural competence and universal design.
- Outcome: Incorporation of effective practices for enhancing student success and increasing equitable outcomes into college planning and instruction by faculty, staff and administrators.
- A1.5 Promote and maintain SCC as a Hispanic serving institution.
- Outcome: Publication of information about SCC as a Hispanic Serving Institution (HSI) and engagement in ongoing evaluation of the college's HSI status.
- A1.6 Strengthen outreach and recruitment to underrepresented students, especially Asian, low-income, foster youth, veterans and students with disabilities.
- Outcome: Increase in college enrollment rates in these targeted equity groups of 1% annually.
- A1.7 Orient new students in underrepresented equity groups to college-wide specialized services that address their unique needs.

- Increased participation in college-wide specialized services addressing the unique needs of underrepresented equity groups.
- A1.8 Conduct research to identify potential barriers and recruitment strategies for equity groups demonstrating disparities in access.
- Outcome: Identification of factors that impact access for equity subgroups with disparities and potential strategies to mitigate it.
- A1.9 Investigate the potential for integrating a student portal or one-stop online resource that will enhance our current website and target the needs of underrepresented students.
- Outcome: Enhancements to college website that provide information about special programs, services and tools that support access and student success.
- A1.10 Identify factors contributing to lower level placement across disciplines for target equity groups.
- Outcome: Increase of 1% annually in placement rate among the following equity groups:
 - 1) African-American, Latino and low-income students into college level math and English.
 - 2) White, Other, and students with disabilities into college level math.
- A1.11 Create opportunities to engage in a college-wide dialogue about strategies to address student equity group disparities in access.
- Ongoing development of strategies to address student equity group disparities reflected in access.

Access A2

- A2.1 Hold community-based foster youth events highlighting SCC programs and services.
- Outcome: Increase of 1% annually in foster youth enrollment rate at the college and engagement in support services.
- A2.2 Identify and respond to foster youth access needs, e.g. Pell grants, textbooks, bus passes, etc.
- Outcome: Increase in access to available resources for foster youth.
- A2.3 Explore hiring an individual to support the implementation of specialized foster youth services and other equity activities
- Outcome: Recommend position to support the implementation of specialized foster youth services and other student equity activities.

Course Completion B1

- B1.1 Explore options for acquiring software that will disaggregate and analyze learning outcomes and achievement for subpopulations of students as required by accreditation standard I.B.6.
- Outcome: Recommendations of software purchases that will disaggregate data and analyze learning outcomes and achievement for subpopulations of students in order to identify performance gaps and implement strategies to mitigate them.
- B1.2 Evaluate the utilization of in-person and E-advising counseling services by equity groups.
- Outcome: Data analysis to determine if all student groups access counseling at similar rates.
- B1.3 Assess if equity disparities exist among students participating in counseling intervention workshops required for students after their first semester on academic and/or progress probation.
- Outcome: Data analysis of student participation in counseling intervention workshops among student equity groups.

- B1.4 Create opportunities to engage in a college-wide dialogue focused on improving course completion rates in targeted equity groups.
- Outcome: Identification and recommendation of strategies to address student equity disparities in course completion.
- B1.5 Explore additional interventions for student equity groups on academic and progress probation to help them develop strategies for improving their academic performance.
- Outcome: Recommendation of additional interventions for equity groups on academic and progress probation to help them develop strategies for improving their academic performance.
- B1.6 Integrate disaggregated student achievement data into future Academic and Student Services Program Reviews.
- Outcome: Student achievement data available for analysis and use by academic and student services departments.

Course Completion B2

- B2.1 Form an advisory group comprised of community-based foster youth service providers and college faculty, staff and administrators to provide guidance and direction in the development of foster youth services
- Outcome: Establishment of a foster youth advisory committee.
- B2.2 Provide foster youth with resources including priority eligibility for EOPS/CARE/CaWORKS, tutoring/ academic coaching and mental health services.
- Outcome: Increase in rate of foster youth retention and course completion by 1% annually by reducing barriers to their academic success.

ESL and Basic Skills Completion C1

- C1.1 Provide professional development opportunities to ESL, ACE and basic skills faculty on instructional methods to accommodate student diversity and support the development of equity-based curriculum.
- Outcome: Faculty participating in professional development activities and implementation of various instructional methods to accommodate student diversity and support the development of equity-based curriculum
- C1.2 Conduct research to determine if any equity group is less likely to enroll in and complete the next course in the ACE, ESL and basic skills sequence.
- Outcome: Data evaluating equity in terms of student progression through ESL, ACE and English and math basic skills sequence.
- C1.3 Work with faculty to identify and implement effective research-based academic support services for students enrolled in ACE, ESL and basic skills classes.
- Outcome: Increase success rates in ACE, ESL and basic skills classes by 1% annually.
- C1.4 Explore best practices to coordinate class scheduling between ACE and basic skills classes.
- Outcome: Class scheduling designed to advance student pathway from basic skills to degree applicable courses.
- C1.5 Explore the possibility of offering additional and varied cross listed sections of credit and non-credit courses.
- Outcome: Increase the rate of students moving from non-credit to credit courses by 1% annually.

- C1.6 Identify, explore and provide students with individualized computer-assisted instruction through instructional support centers and services to help them improve their basic skills.
- Outcome: Increase student success and retention rates by 1% annually in ACE, ESL and basic skills classes.
- C1.7 Offer tutoring and/or other academic support services to Adult Basic Education (ABE) and High School Subjects (HSS) students in Continuing Education through the BSI Grant.
- Outcome: Increase successful completion rates of students enrolled in ABE and HSS classes by 1% annually.
- C1.8 Examine online software for assessing and remediating college and career-readiness skills in reading, writing, math, ESL, study skills and career readiness for use in learning resource centers on campus.
- Outcome: Recommendation of software to support the development of college and career readiness skills among ESL, ACE, basic skills and continuing education students.

ESL and Basic Skill Completion C2

- C2.1 Designate a foster youth liaison in each Student Service office to facilitate the provision of support services to this student population.
- Outcome: Seamless access to support services for foster youth.
- C2.2 Hold a pre-registration event to ensure foster youth are aware of priority registration dates and are prepared to register.
- Outcome: 50% of foster youth will access priority registration.

Degree and Certificate Completion D1

- D1.1 Submit request to hire a full-time (100% DSPS funded) DSPS Counselor to implement SSSP mandates including the development of abbreviated and comprehensive education plans for students with disabilities seeking to earn a certificate, AA degree or transfer to a 4-year university.
- Outcome: Increase of 1% in the annual attainment rate of certificates, degrees and transfers by students with disabilities.
- D1.2 Provide professional development opportunities to faculty on instructional methods to accommodate student diversity and support the development of equity-based curriculum.
- Outcome: Faculty participation in professional development activities and implementation of various instructional methods to accommodate student diversity and support the development of equity-based curriculum.
- D1.3 Conduct research to evaluate the participation and success rates of equity groups accessing campus learning resources i.e. Math Study Hall (MaSH), Writing Center, Tutoring Center, STAR Center, Academic Success Center.
- Outcome: Report identifying disparities among equity groups in accessing and benefiting from stated learning resources.
- D1.4 Offer, assess and expand academic coaching and specialized tutoring to students with disabilities through the DSPS Program.
- Outcome: At least 60% of students participating in DSPS Academic Coaching and/or specialized tutoring will successfully complete semester coursework with a GPA of 2.0.

- D1.5 Make priority counseling appointments available to Veterans and low-income students needing Financial Aid Counselor Approvals.
- Outcome: Timely completion of required paperwork for Veterans and low-income students so they may register in classes required to meet their educational goals.
- D1.6 Provide additional funding for textbooks, transportation and child care to low-income students through the EOPS/CARE/CalWORKS programs.
- Outcome: Increased support for low-income students' textbooks, transportation, and child care.

Degree and Certificate Completion D2

- D2.1 Ensure foster youth have access to an academic counselor for the development of education plans.
- Outcome: Foster youth will develop an education plan with the assistance of an academic counselor.
- D2.2 Foster Youth at risk for not making satisfactory progress will be contacted to ensure they know how to access intervention services.
- Outcome: Foster youth accessing intervention services will increase by 1% annually.

Transfer E1

- E1.1 Provide professional development opportunities to faculty and staff on improving student engagement, success and transfer, particularly among underrepresented student groups.
- Outcome: Faculty and staff participation in professional development activities leading to practices that improve student engagement and success and positively impact transfer rates.
- E1.2 Develop a research agenda to identify transfer barriers for Latino DSPS, and low-income students.
- Outcome: Report identifying potential transfer barriers for identified equity groups to be used for developing activities to mitigate them.
- E1.3 Explore expansion of supplemental instruction (SI) and faculty mentoring to foster student engagement and success in courses across the curriculum.
- Outcome: Increased availability of SI and faculty mentoring for courses across the curriculum.
- E1.4 Offer specialized transfer workshops and a transfer event where DSPS, EOPS/CARE/CalWORKs, and CAMP students visit local 4-year universities each semester.
- Outcome: Annual increase of 1% in the transfer rate of DSPS, low-income and Latino students.
- E1.5 Engage in college-wide discussions to identify strategies to improve transfer rates of student equity groups demonstrating disproportionate impact.
- Outcome: Identification of strategies to improve transfer rates of student equity groups demonstrating disproportionate impact.

Transfer E2

- E2.1 Offer a transfer workshop and transfer event where foster youth visit local 4-year universities each semester.
- Outcome: Increase of 2% in foster youth transfer rates for foster youth by 2017.

Resources

The process of developing the Santiago Canyon College Student Equity Plan involved a multi-pronged approach to evaluation such as assessing, analyzing and forecasting need. This multidimensional approach allowed the committee to visualize areas where our campus has student equity services intact, as well as those areas still requiring development. In an effort to align activities with funding sources, we have delineated three areas of funding streams to support the goals and activities of the Student Equity plan:

- 1) Student Equity Funds (SE)
- 2) General Funds (GF)
- 3) Categorical Funds (CAT)

Summary of Findings

After an evaluation of the data collected for each target group and their progression through various areas, the following significant findings were revealed. Disproportionate impact was found in every area except three: students age 17 and under, students age 50 and over, and Females. However, the remaining categories revealed one or more areas whereby a target group was not succeeding at the same rate as the reference group within the same category. Detailed information representing the findings is charted in the following grid:

Summary of Findings - Equity Groups and Identified Disproportionate Impact

	Subgroup	#1 ACCESS	#2 COURSE COMPLETION	#3 BASIC SKILL PROGRESSION	#4 DEGREE/CT	#5 TRANSFER
ETHNICITY	African-American	Compared to SCC Service Area pop.: <i>No disproportionate impact</i> Compared to OUSD graduates: <i>No disproportionate impact</i> Placement into transfer-level courses: Disproportionate impact in Math and English	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>n is too small for valid conclusion</i> English: <i>n is too small for valid conclusion</i> Reading: <i>n is too small for valid conclusion</i> ESL (ACE): No basic skills ACE offered	Degree: <i>No disproportionate impact</i> Certificate: Disproportionate impact	Transfer: <i>No disproportionate impact</i>
	Asian/Pacific / Filipino	Compared to SCC Service Area pop.: Significant disproportionate impact Compared to OUSD graduates: Significantly lower percentage Placement into transfer-level courses: <i>No disproportionate impact</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>No disproportionate impact</i> English: <i>No disproportionate impact</i> Reading: <i>n is too small for valid conclusion</i> ESL (ACE): No basic skills ACE offered	Degree: <i>No disproportionate impact</i> Certificate: <i>No disproportionate impact</i>	Transfer: <i>No disproportionate impact</i>
	Latino	Compared to SCC Service Area pop.: <i>No disproportionate impact</i> Compared to OUSD graduates: <i>No disproportionate impact</i> Placement into transfer-level courses: Disproportionate impact in Math and English	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>Slight disproportionate impact</i> English: <i>No disproportionate impact</i> Reading: <i>n is too small for valid conclusion</i> ESL (ACE): No basic skills ACE offered	Degree: Some disproportionate impact Certificate: Disproportionate impact	Transfer: Significant disproportionate impact
	Native American/ Alaskan	Compared to SCC Service Area pop.: <i>No disproportionate impact</i> Compared to OUSD graduates: <i>No disproportionate impact</i> Placement into transfer-level courses: <i>n is too small for valid conclusion</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: Some disproportionate impact	Mathematics: <i>No disproportionate impact</i> English: <i>No disproportionate impact</i> Reading: <i>n is too small for valid conclusion</i> ESL (ACE): No basic skills ACE offered	Degree: <i>No disproportionate impact</i> Certificate: Disproportionate impact	Transfer: <i>No disproportionate impact</i>
	White	Compared to SCC Service Area pop.: <i>Disproportionate impact in CED only</i> Compared to OUSD graduates: <i>No disproportionate impact</i> Placement into transfer-level courses: Disproportionate impact in Math	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>No disproportionate impact</i> English: <i>No disproportionate impact</i> Reading: <i>n is too small for valid conclusion</i> ESL (ACE): No basic skills ACE offered	Degree: <i>No disproportionate impact</i> Certificate: <i>No disproportionate impact</i>	Transfer: <i>No disproportionate impact</i>
	Other (incl. Decline to state and Unreported)	Compared to SCC Service Area pop.: <i>No disproportionate impact</i> Compared to OUSD graduates: <i>No disproportionate impact</i> Placement into transfer-level courses: Disproportionate impact in Math	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>Slight disproportionate impact</i> English: <i>No disproportionate impact</i> Reading: <i>n is too small for valid conclusion</i> ESL (ACE): No basic skills ACE offered	Degree: <i>No disproportionate impact</i> Certificate: <i>No disproportionate impact</i>	Transfer: <i>No disproportionate impact</i>

	Subgroup	#1 ACCESS	#2 COURSE COMPLETION	#3 BASIC SKILL PROGRESSION	#4 DEGREE/CT	#5 TRANSFER
AGE	17 and under	Compared to SCC Service Area pop.: <i>No disproportionate impact</i> Placement into transfer-level courses: <i>No disproportionate impact</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: n is too small for valid conclusion English: n is too small for valid conclusion Reading: n is too small for valid conclusion ESL (ACE): No basic skills ACE	Degree: <i>n is too small for valid conclusion</i> Certificate: <i>n is too small for valid conclusion</i>	Transfer: <i>No disproportionate impact</i>
	18 - 21	Compared to SCC Service Area pop.: <i>No disproportionate impact</i> Placement into transfer-level courses: <i>No disproportionate impact</i>	Success rate: <i>Slight disproportionate impact in 2009-10 and 2011-12</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>Slight disproportionate impact</i>	Mathematics: <i>No disproportionate impact</i> English: <i>No disproportionate impact</i> Reading: <i>No disproportionate impact</i> ESL (ACE): No basic skills ACE offered	Degree: <i>No disproportionate impact</i> Certificate: <i>Disproportionate impact</i>	Transfer: <i>No disproportionate impact</i>
	22 - 25	Compared to SCC Service Area pop.: <i>No disproportionate impact</i> Placement into transfer-level courses: <i>Disproportionate impact in Math</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>Slight disproportionate impact</i> English: <i>No disproportionate impact</i> Reading: n is too small for valid conclusion ESL (ACE): No basic skills ACE offered	Degree: <i>No disproportionate impact</i> Certificate: <i>Disproportionate impact</i>	Transfer: <i>No disproportionate impact</i>
	26 - 29	Compared to SCC Service Area pop.: <i>No disproportionate impact</i> Placement into transfer-level courses:	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>No disproportionate impact</i> English: n is too small for valid conclusion Reading: n is too small for valid conclusion ESL (ACE): No basic skills ACE offered	Degree: <i>Slight disproportionate impact</i> Certificate: <i>Disproportionate impact</i>	Transfer: <i>No disproportionate impact</i>
	30 - 39	Compared to SCC Service Area pop.: <i>Lower percentage, but expected due to traditional college age of 18-25</i> Placement into transfer-level courses: <i>n is too small for valid conclusion</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>No disproportionate impact</i> English: n is too small for valid conclusion Reading: n is too small for valid conclusion ESL (ACE): No basic skills ACE offered	Degree: <i>Significant disproportionate impact</i> Certificate: <i>No disproportionate impact</i>	Transfer: <i>No disproportionate impact</i>
	40 - 49	Compared to SCC Service Area pop.: <i>Lower percentage, but expected due to traditional college age of 18-25</i> Placement into transfer-level courses: <i>n is too small for valid conclusion</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>No disproportionate impact</i> English: n is too small for valid conclusion Reading: n is too small for valid conclusion ESL (ACE): No basic skills ACE offered	Degree: <i>Significant disproportionate impact</i> Certificate: <i>No disproportionate impact</i>	Transfer: <i>No disproportionate impact</i>
	50 and over	Compared to SCC Service Area pop.: <i>Lower percentage, but expected due to traditional college age of 18-25</i> Placement into transfer-level courses: <i>n is too small for valid conclusion</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: n is too small for valid conclusion English: n is too small for valid conclusion Reading: n is too small for valid conclusion	Degree: <i>No disproportionate impact</i> Certificate: <i>No disproportionate impact</i>	Transfer: <i>No disproportionate impact</i>

	Subgroup	#1 ACCESS	#2 COURSE COMPLETION	#3 BASIC SKILL PROGRESSION	#4 DEGREE/CT	#5 TRANSFER
GENDER	Female	Compared to SCC Service Area pop.: <i>No disproportionate impact</i> Compared to OUSD graduates: <i>No disproportionate impact</i> Placement into transfer-level courses: <i>No disproportionate impact</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>No disproportionate impact</i> English: <i>No disproportionate impact</i> Reading: <i>No disproportionate impact</i> ESL (ACE): No basic skills ACE offered	Degree: <i>No disproportionate impact</i> Certificate: <i>No disproportionate impact</i>	Transfer: <i>No disproportionate impact</i>
	Male	Compared to SCC Service Area pop.: <i>No disproportionate impact</i> Compared to OUSD graduates: <i>No disproportionate impact</i> Placement into transfer-level courses: <i>No disproportionate impact</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>No disproportionate impact</i> English: <i>Slight disproportionate impact</i> Reading: <i>No disproportionate impact</i> ESL (ACE): No basic skills ACE offered	Degree: <i>No disproportionate impact</i> Certificate: <i>Disproportionate impact</i>	Transfer: <i>No disproportionate impact</i>
DISABILITY	Non-DSPS	Compared to SCC Service Area pop.: <i>No disproportionate impact</i> Placement into transfer-level courses: <i>No disproportionate impact</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>No disproportionate impact</i> English: <i>No disproportionate impact</i> Reading: <i>No disproportionate impact</i> ESL (ACE): No basic skills ACE offered	Degree: <i>No disproportionate impact</i> Certificate: <i>No disproportionate impact</i>	Transfer: <i>No disproportionate impact</i>
	DSPS	Compared to SCC Service Area pop.: <i>Significant disproportionate impact</i> Placement into transfer-level courses: <i>Disproportionate impact in Math</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: <i>No disproportionate impact</i> English: <i>No disproportionate impact</i> Reading: n is too small for valid conclusion ESL (ACE): No basic skills ACE offered	Degree: <i>Some disproportionate impact</i> Certificate: <i>No disproportionate impact</i>	Transfer: <i>Significant disproportionate impact</i>
SPECIAL POPULATIONS	Foster youth	Compared to SCC Service Area pop.: <i>Significant disproportionate impact</i> Placement into transfer-level courses: <i>No disproportionate impact</i>	Success rate: <i>Disprop. impact in 11-12 & 12-13</i> Retention rate: <i>Slight disprop. impact in 11-12</i> Probation: <i>Significant disproportionate impact</i>	Mathematics: n is too small for valid conclusion English: n is too small for valid conclusion Reading: n is too small for valid conclusion ESL (ACE): No basic skills ACE offered	Degree: <i>n is too small for valid conclusion</i> Certificate: <i>n is too small for valid conclusion</i>	Degree: <i>n is too small for valid conclusion</i> Certificate: <i>n is too small for valid conclusion</i>
	Low-Income	Compared to SCC Service Area pop.: <i>Some disproportionate impact</i> Placement into transfer-level courses: <i>Disproportionate impact in Math and English</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>Significant disproportionate impact</i>	Mathematics: <i>No disproportionate impact</i> English: <i>No disproportionate impact</i> Reading: <i>No disproportionate impact</i> ESL (ACE): No basic skills ACE offered	Degree: <i>Significant disproportionate impact</i> Certificate: <i>No disproportionate impact</i>	Transfer: <i>Significant disproportionate impact</i>
	Veterans	Compared to SCC Service Area pop.: <i>Significant disproportionate impact</i> Placement into transfer-level courses: <i>Disproportionate impact in Math</i>	Success rate: <i>No disproportionate impact</i> Retention rate: <i>No disproportionate impact</i> Probation: <i>No disproportionate impact</i>	Mathematics: n is too small for valid conclusion English: n is too small for valid conclusion Reading: n is too small for valid conclusion ESL (ACE): No basic skills ACE offered	Degree: <i>n is too small for valid conclusion</i> Certificate: <i>n is too small for valid conclusion</i>	Degree: <i>n is too small for valid conclusion</i> Certificate: <i>n is too small for valid conclusion</i>

Overall, Santiago Canyon College assiduously worked to create a plan that is transparent in its results and ardent in its dedication to address the areas whereby disparities exist amongst groups. Through ongoing collaboration campus-wide, SCC will remain committed to ensuring all students are afforded opportunities to them which will contribute to their student success. The Santiago Canyon College Student Equity Plan will be used as the blueprint to realize students' achievements.

Contact Information

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Campus-Based Research



Santiago Canyon College

INDICATOR #1a ACCESS

Demographics of SCC Credit Students in Fall 2013 vs. SCC Service Area Adults

	Fall 2013 SCC Credit Student Population N=11,361		2012 SCC Service Area Adult Population (18+) N=459,413		Proportion Index (SCC Students/Srvc. Area Pop.)
	N	%	n	%	
Ethnicity					
African American	275	2.4%	9407	2.0%	1.18
Asian (including Pac Islander, Filipino)	1006	8.9%	71537	15.6%	0.57
Latino	4799	42.2%	174300	37.9%	1.11
Native American/Alaskan	204	1.8%	884	0.2%	9.33
White	4101	36.1%	193706	42.2%	0.86
Other (other, declined to state and unreported)	976	8.6%	9579	2.1%	4.12
Age					
≤17	90	0.8%	0	0.0%	N/A
18-21	5585	49.2%	38426	8.4%	5.88
22-25	2361	20.8%	27279	5.9%	3.50
26-29	1170	10.3%	46061	10.0%	1.03
30-39	1333	11.7%	89885	19.6%	0.60
40-49	497	4.4%	90562	19.7%	0.22
50+	325	2.9%	167200	36.4%	0.08
Gender					
female	4579	40.3%	232867	50.7%	0.80
male	6775	59.6%	226546	49.3%	1.21
unreported	7	0.1%	0	0.0%	-
Disability			N=454,680 (Non-prison)		
Non-DSPS	10795	95.0%	413137	90.9%	1.05
DSPS	566	5.0%	41543	9.1%	0.55
Special Populations					
Foster Youth*	37	0.3%	3024	0.7%	0.49
Low-Income	1283	11.3%	88638	19.3%	0.59
Veterans	110	1.0%	18677	4.1%	0.24

Notes:

- 1) A subgroup must have at least 30 students to be used as the reference group for any proportionality and "80% rule" indices.
 - 2) SCC Service Area comprises the cities of Orange, Tustin, Villa Park, Anaheim, and Yorba Linda.
 - 3) Sources: Research Data Warehouse, US Census Bureau (American Community Survey, 2012 5-year estimate)
- * Foster Youth data in SCC Service area is limited to children under 18 years of age.

ANALYSIS: These subgroups seem to be under-represented in SCC Credit student population: **Asian/Pacific**, and **students with disabilities (DSPS)**. The inclusion of Apprenticeship students skews the data of the SCC student population with significantly higher numbers of males and students with no disability. A comparison of the SCC Credit population excluding Apprenticeship is a more accurate description of the college's demographics (see next table). Special Populations of **Foster Youth, Low-Income and Veteran** students are underrepresented.

INDICATOR #1a ACCESS

SCC Credit Students Excluding Apprenticeship in Fall 2013 vs. SCC Service Area Adults

	Fall 2013 SCC Non-Apprenticeship Credit Student Population N=9,162		2012 SCC Service Area Adult Population (18+) N=459,413		Proportion Index (SCC Students/Srvc. Area Population)
	n	%	n	%	
Ethnicity					
African American	193	2.1%	9407	2.0%	1.03
Asian (including Pac Islander, Filipino)	958	10.5%	71537	15.6%	0.67
Latino	3893	42.5%	174300	37.9%	1.12
Native American/Alaskan	83	0.9%	884	0.2%	4.71
White	3272	35.7%	193706	42.2%	0.85
Other (other, declined to state and unreported)	763	8.3%	9579	2.1%	3.99
Age					
≤17	89	1.0%	0	0.0%	N/A
18-21	5397	58.9%	38426	8.4%	7.04
22-25	1823	19.9%	27279	5.9%	3.35
26-29	683	7.5%	46061	10.0%	0.74
30-39	643	7.0%	89885	19.6%	0.36
40-49	289	3.2%	90562	19.7%	0.16
50+	238	2.6%	167200	36.4%	0.07
Gender					
female	4531	49.5%	232867	50.7%	0.98
male	4628	50.5%	226546	49.3%	1.02
unreported	3	0.0%	0	0.0%	
Disability			N=454,680 (Non-prison)		
Non-DSPS	8596	93.8%	413137	90.9%	1.03
DSPS	566	6.2%	41543	9.1%	0.68
Special Populations					
Foster Youth*	36	0.4%	3024	0.7%	0.60
Low-Income	1282	14.0%	88638	19.3%	0.73
Veterans	110	1.2%	18677	4.1%	0.30

Notes:
1) A

subgroup must have at least 30 students to be used as the reference group for any proportionality and "80% rule" indices.

2) SCC Service Area comprises the cities of Orange, Tustin, Villa Park, Anaheim, and Yorba Linda.

3) Sources: Research Data Warehouse, US Census Bureau (American Community Survey, 2012 5-year estimate)

* Foster Youth data in SCC Service area is limited to children under 18 years of age.

ANALYSIS: There are two subgroups that are underrepresented in SCC Credit (excluding Apprenticeship) student population: **Asian/Pacific** and **students with disabilities (DSPS)**. The lower rate of students with disabilities at SCC (compared to the adult population of the service area) is probably misleading, because the college targets mostly college-age students and not as many people 65 and over, a group that has a much higher rate of disability. In addition, many students with disabilities choose not to register with DSPS. Special Populations of **Foster Youth, Low-Income and Veteran** students are underrepresented.

INDICATOR #1a ACCESS
SCC Non-Credit (CED) Students in Fall 2013

	Fall 2013 SCC Non-Cr Stdnt Population N=6,708		2012 SCC Service Area Adult Population (18+) N=459,413		Proportion Index (SCC Students/Srvc. Area Population)
	n	%	n	%	
Ethnicity					
African American	114	1.7%	9407	2.0%	0.83
Asian (including Pacific Islander, Filipino)	500	7.5%	71537	15.6%	0.48
Latino	3489	52.0%	174300	37.9%	1.37
Native American/Alaskan	85	1.3%	884	0.2%	6.59
White	1324	19.7%	193706	42.2%	0.47
Other (other, declined to state and unreported)	1196	17.8%	9579	2.1%	8.55
Age					
≤17	763	11.4%	0	0.0%	N/A
18-21	701	10.5%	38426	8.4%	1.25
22-25	708	10.6%	27279	5.9%	1.78
26-29	719	10.7%	46061	10.0%	1.07
30-39	1381	20.6%	89885	19.6%	1.05
40-49	1086	16.2%	90562	19.7%	0.82
50+	1350	20.1%	167200	36.4%	0.55
Gender					
female	3006	44.8%	232867	50.7%	0.88
male	2629	39.2%	226546	49.3%	0.79
unreported	1073	16.0%	0	0.0%	N/A
Disability			N=454,680 (Non- prison pop.)		
Non-DSPS	6667	99.4%	413137	90.9%	1.09
DSPS	41	0.6%	41543	9.1%	0.07
Special Populations					

Notes:

- 1) A subgroup must have at least 30 students to be used as the reference group for any proportionality and "80% rule" indices.
- 2) SCC Service Area comprises the cities of Orange, Tustin, Villa Park, Anaheim, and Yorba Linda.
- 3) Sources: Research Data Warehouse, US Census Bureau (American Community Survey, 2012 5-year estimate)

ANALYSIS: Data for non-credit students are not very reliable due to the high numbers of "unreported" demographic information. Underrepresented groups may include: "**Asian/Pacific,**" "**White,**" and "**students with disabilities.**"

INDICATOR #1b ACCESS

Demographics of SCC Credit (Excluding Apprenticeship) First-Time Freshmen 17-19 in Fall 2013 and Orange HS District Graduates in 2012

	Fall 2013 SCC Credit 1st-Time Freshmen 17-19 (Excl. APPR) N=1,951		2012 OUSD Graduates N=2,337		Proportion Index (SCC Students/HS Grads)
	n	%	n	%	
Ethnicity					
African American	57	2.9%	42	1.8%	1.63
Asian (including Pac Islander, Filipino)	192	9.8%	329	14.1%	0.70
Latino	951	48.7%	1010	43.2%	1.13
Native American/Alaskan	12	0.6%	15	0.6%	0.96
White	679	34.8%	917	39.2%	0.89
Other (other, declined to state and unreported)	60	3.1%	24	1.0%	2.99
Gender					
female	979	50.2%	1190	50.9%	0.99
male	945	48.4%	1141	48.8%	0.99
unreported	27	1.4%	6	0.3%	5.39

Notes:

- 1) A subgroup must have at least 30 students to be used as the reference group for any proportionality and "80% rule" indices.
- 2) Feeder HS graduates data do not include disability status to compare with SCC first-time freshmen data.
- 3) Sources: Research Data Warehouse, Orange County Department of Education (OCDE), "2011-12 Graduates by Ethnic Group" (Ethnicity) and "Cohort Outcome Data for Class of 2011-12" (age)

ANALYSIS: The only subgroup that has a significantly lower rate in SCC incoming first-time freshman (aged 17-19) cohort compared to the Orange USD HS graduates is **Asian/Pacific Islander**. Other studies done elsewhere have shown that Asian students are more likely to go to four-year universities, so this result is expected and not necessarily an indication of any inequity in access to our college.

INDICATOR #1c: Access
SCC First-Time Freshman Placement Testing Results in Fall 2013

	Reading				English				Math			
	Below transfer	Transfer level	Total # tested	Proportion to highest ratio (80% rule)	Below transfer	Transfer level	Total # tested	Proportion to highest ratio (80% rule)	Below transfer or take lower test	Transfer level	Total # tested	Proportion to highest ratio (80% rule)
Total # 1st-Time Freshment Tested	16%	84%	1385		37%	63%	1379		70%	30%	1479	
Ethnicity												
Native American	25%	75%	8	0.81	25%	75%	8	0.93	64%	36%	11	0.76
African American	20%	80%	35	0.86	46%	54%	35	0.67	79%	21%	33	0.44
Latino	20%	80%	722	0.86	49%	51%	721	0.63	76%	24%	749	0.49
Asian/Pacific Islander /Filipino	16%	84%	128	0.91	28%	72%	127	0.89	52%	48%	142	1.00
White	7%	93%	455	1.00	19%	81%	452	1.00	66%	34%	503	0.70
Other/Decline to State	14%	86%	37	0.93	31%	69%	36	0.86	66%	34%	41	0.71
Age												
<18	6%	94%	16	1.11	20%	80%	15	1.25	31%	69%	16	2.28
18-21	15%	85%	1306	1.00	36%	64%	1301	1.00	70%	30%	1409	1.00
22-25	21%	79%	33	0.93	48%	52%	33	0.81	93%	7%	27	0.25
26-29	38%	62%	13	0.73	62%	38%	13	0.60	100%	0%	11	0.00
30-39	10%	90%	10	1.06	70%	30%	10	0.47	89%	11%	9	0.37
40-49	25%	75%	4	0.88	25%	75%	4	1.17	100%	0%	3	0.00
50+	33%	67%	3	0.79	0%	100%	3	1.56	100%	0%	4	0.00
Gender												
not reported	8%	92%	12	1.06	42%	58%	12	0.91	69%	31%	16	0.95
female	18%	82%	704	0.95	37%	63%	702	0.97	73%	27%	752	0.82
male	13%	87%	669	1.00	36%	64%	665	1.00	67%	33%	711	1.00
Disability												
Non-DSPS	15%	85%	1315	1.00	36%	64%	1309	1.00	70%	30%	1408	1.00
DSPS	31%	69%	70	0.80	49%	51%	70	0.80	85%	15%	71	0.51
Special Populations												
Foster Youth	9%	91%	11	1.08	27%	73%	11	1.15	73%	27%	11	0.92
Low-Income	27%	73%	236	0.86	50%	50%	235	0.79	84%	16%	288	0.54
Veterans	16%	84%	25	0.99	27%	73%	26	1.15	92%	8%	36	0.27
Total # 1st-Time Freshment Tested	16%	84%	1385	1.00	37%	63%	1379	1.00	70%	30%	1479	1.00

Notes:

- 1) Source: RSCCD Research Department Data Warehouse (first-time freshmen, end-of-term who were administered CTEP, MDTP, and/or TELD placement tests February thru October 2013 for Fall 2013 semester)
- 2) Transfer level Math = Math 105/140/145/160/219; transfer-level English=English 101; transfer-level Reading=Reading 102/150
- 3) A subgroup must have at least 30 students to be used as the reference group for any proportionality and "80% rule" indices.

ANALYSIS: Many of the subgroups (age groups older than 25, Native American/Alaskan) are too small to make any valid conclusions. Some of the groups identified as disproportionately impacted and have lower rates of placement into transfer level courses are: **African-American** and **Latino** in English, **African-American, White, Other, Latino** and **students with disabilities** in Math. There is no inequity identified in placement for Reading. For special populations, **Low-Income** and **Veteran** students are placed in transfer-level Math courses at much lower rates than other SCC students in general.

INDICATOR #2a: Course Completion
SCC Success Rates in All Credit Courses by Academic Year

	2009-10			2010-11			2011-12			2012-13		
	Grades Given	Success Rate	80% Index	Grades Given	Success Rate	80% Index	Grades Given	Success Rate	80% Index	Grades Given	Success Rate	80% Index
Ethnicity												
African American	973	63%	0.83	1120	64%	0.85	1317	68%	0.81	1206	68%	0.83
Latino	18102	68%	0.89	17631	63%	0.84	23563	69%	0.82	24150	67%	0.82
Asian,Filipino,Pac Islander	4626	71%	0.93	5266	71%	0.95	5756	73%	0.87	5583	74%	0.90
White	23735	68%	0.89	23611	70%	0.93	25479	74%	0.88	23508	73%	0.89
Native American/Alaskan	972	76%	1.00	935	75%	1.00	1647	84%	1.00	1042	82%	1.00
Other/Decline to State	8344	66%	0.87	7649	67%	0.89	6599	72%	0.86	5662	73%	0.89
Age												
≤17	419	79%	0.96	612	75%	0.95	674	84%	0.95	431	81%	0.96
18-21	31988	62%	0.76	33,275	65%	0.82	35429	67%	0.76	36375	68%	0.81
22-25	9961	67%	0.82	9,960	65%	0.82	11204	70%	0.80	11305	69%	0.82
26-29	4442	78%	0.95	3,926	70%	0.89	5178	79%	0.90	4738	79%	0.94
30-39	5223	81%	0.99	4,290	77%	0.97	6074	84%	0.95	4886	84%	1.00
40-49	2939	82%	1.00	2,357	79%	1.00	3556	88%	1.00	2179	81%	0.96
50+	1780	74%	0.90	1,792	76%	0.96	2246	87%	0.99	1237	82%	0.98
Gender												
female	23002	65%	0.93	24827	66%	0.97	25781	68%	0.91	26331	68%	0.93
male	33329	70%	1.00	31106	68%	1.00	38088	75%	1.00	34574	73%	1.00
unreported	421	82%	1.17	279	73%	1.07	492	85%	1.13	245	79%	1.08
Disability												
Non-DSPTS	53809	68%	1.00	52759	68%	1.00	60932	73%	1.00	57575	71%	1.00
DSPTS	2943	64%	0.94	3453	62%	0.91	3429	62%	0.85	3576	64%	0.90
Special Populations												
Foster Youth	61	54%	0.80	135	58%	0.86	214	45%	0.63	269	52%	0.74
Low-Income	16205	59%	0.87	18142	62%	0.93	17839	63%	0.88	15937	63%	0.89
Veterans	100	75%	1.10	207	78%	1.17	342	79%	1.09	579	73%	1.02
All SCC Credit Students	56752	68%	1.00	56212	67%	1.00	64361	72%	1.00	61151	71%	1.00

Notes:

- 1) Course Success = Course grades of A, B, C, and P (Pass) or Cr (Credit).
- 2) Data include Apprenticeship courses which historically have very high success rates (90%+).
- 3) Source: District Research Data Warehouse. Analysis by OIEA.

ANALYSIS: Disproportionate impact identified in: Foster youth (2011-12 and 2012-13) and age group "18-21" in 2009-10 and 2011-12. While the age group "18-21" fell slightly below the 80% benchmark compared to the reference group, the underperformance of this young group can be ascribed to the fact that these students are much more likely to be taking basic skills, transfer-level, and Math courses which typically have much lower success rates. Also, Apprenticeship courses (with extremely high success rates) skew the rates higher for these groups: Native American/Alaskan, males, students with no disability, and older students -- groups that are shown above as having the highest success rates. In future analysis, we will limit our data by excluding Apprenticeship courses.

INDICATOR #2b: Course Completion**SCC Retention Rates in All Credit Courses by Academic Year**

	2009-10			2010-11			2011-12			2012-13		
	Grades Given	Retention Rate	80% Index	Grades Given	Retention Rate	80% Index	Grades Given	Retention Rate	80% Index	Grades Given	Retention Rate	80% Index
Ethnicity												
African American	973	78%	0.90	1120	80%	0.94	1317	82%	0.90	1206	82%	0.91
Latino	18102	82%	0.94	17631	80%	0.94	23563	84%	0.92	24150	82%	0.91
Asian,Filipino,Pac Islander	4626	83%	0.95	5266	83%	0.98	5756	84%	0.92	5583	85%	0.94
White	23735	83%	0.95	23611	84%	0.99	25479	86%	0.95	23508	85%	0.94
Native American/Alaskan	972	87%	1.00	935	85%	1.00	1647	91%	1.00	1042	90%	1.00
Other/Decline to State	8344	82%	0.94	7649	82%	0.96	6599	84%	0.92	5662	85%	0.94
Age												
≤17	419	91%	1.00	612	88%	0.99	674	92%	0.99	431	91%	1.00
18-21	31988	81%	0.89	33,275	82%	0.92	35429	83%	0.89	36375	83%	0.91
22-25	9961	80%	0.88	9,960	79%	0.89	11204	82%	0.88	11305	82%	0.90
26-29	4442	86%	0.95	3,926	82%	0.92	5178	87%	0.94	4738	87%	0.96
30-39	5223	89%	0.98	4,290	86%	0.97	6074	90%	0.97	4886	89%	0.98
40-49	2939	89%	0.98	2,357	86%	0.97	3556	93%	1.00	2179	88%	0.97
50+	1780	90%	0.99	1,792	89%	1.00	2246	92%	0.99	1237	89%	0.98
Gender												
female	23002	81%	0.96	24827	82%	0.99	25781	83%	0.97	26331	83%	0.98
male	33329	84%	1.00	31106	83%	1.00	38088	86%	1.00	34574	85%	1.00
unreported	421	88%	1.05	279	89%	1.07	492	91%	1.06	245	89%	1.05
Disability												
Non-DSPS	53809	83%	1.00	52759	83%	1.00	60932	85%	1.00	57575	84%	1.00
DSPS	2943	81%	0.98	3453	80%	0.96	3429	79%	0.93	3576	81%	0.96
Special Populations												
Foster Youth	61	69%	0.83	135	83%	1.00	214	65%	0.76	269	75%	0.89
Low-Income	16205	78%	0.94	18142	80%	0.96	17839	80%	0.94	15937	80%	0.95
Veterans	100	88%	1.06	207	91%	1.09	342	89%	1.05	579	89%	1.05
All SCC Credit Students	56752	83%	1.00	56212	83%	1.00	64361	85%	1.00	61151	84%	1.00

Notes:

- 1) A disproportionate impact is identified when the proportionality index and/or the 80% rule index score is < 0.80. A subgroup must have at least 30 students to be used as the reference group for any proportionality and "80% rule" indices.
- 2) Data include Apprenticeship courses which historically have very high retention rates (95%+).
- 3) Source: District Research Data Warehouse. Analysis by OIEA.

ANALYSIS: The only inequity/disproportionate impact identified is for foster youth population in 2011-12. The slightly lower retention rates for age groups "18-21" and "22-25" can be ascribed to the fact that these students are much more likely to be taking basic skills, transfer-level, and Math courses which typically have much lower retention rates. Also, Apprenticeship courses (with extremely high retention rates) skew the rates higher for these groups: Native American/Alaskan, males, students with no disability, and older students -- groups that are shown above as having the highest retention rates. In future analysis, we will limit our data by excluding Apprenticeship courses.

INDICATOR #2c: Course Completion							
SCC Students on Probation Fall 2013							
	Fall 2013 Probation N=1,291		Fall 2013 SCC Credit Student Population (Excl. APPR)		Proportionality Index (% SCC Pop. / % on	% of group on probation (Probation rate)	Comparison to the lowest probation rate* (80%
	n	%	n	%			
ALL	1291		9162			14%	
Ethnicity							
African American	30	2.3%	193	2.1%	0.91	16%	0.57
Asian (including Pacific Islander, Filipino)	85	6.6%	958	10.5%	1.59	9%	1.00
Latino	647	50.1%	3893	42.5%	0.85	17%	0.53
Native American/Alaskan	16	1.2%	83	0.9%	0.73	19%	0.46
White	414	32.1%	3272	35.7%	1.11	13%	0.70
Other (other, declined and unreported)	99	7.7%	763	8.3%	1.09	13%	0.68
Age							
≤17	2	0.2%	89	1.0%	6.27	2%	2.15
18-21	976	75.6%	5397	58.9%	0.78	18%	0.27
22-25	210	16.3%	1823	19.9%	1.22	12%	0.42
26-29	54	4.2%	683	7.5%	1.78	8%	0.61
30-39	31	2.4%	643	7.0%	2.92	5%	1.00
40-49	10	0.8%	289	3.2%	4.07	3%	1.39
50+	8	0.6%	238	2.6%	4.19	3%	1.43
Gender							
female	561	43.5%	4531	49.5%	1.14	12%	1.00
male	729	56.5%	4628	50.5%	0.89	16%	0.79
unreported	0	0.0%	3	0.0%	N/A	0%	N/A
Disability							
Non-DSPS	1202	93.1%	8596	93.8%	1.01	14%	1.00
DSPS	89	6.9%	566	6.2%	0.90	16%	0.89
Special Populations							
Foster Youth	11	0.9%	36	0.4%	0.46	31%	N/A
Low-Income	357	27.7%	1282	14.0%	0.51	28%	N/A
Veterans	13	1.0%	110	1.2%	1.19	12%	N/A
ALL SCC Credit Students	1291		9162			14%	

Notes:

- 1) A disproportionate impact is identified when the proportionality index and/or the 80% rule index score is < 0.80. A subgroup must have at least 30 students to be used as the reference group for any proportionality and "80% rule" indices.
- 2) Because a higher probation rate or a higher share of the probation population is a negative outcome, the proportionality and 80%-rule indices were calculated using the reference group as the numerator and the subgroup as the denominator (i.e. it's the inverse of the index score calculation done for the other indicators).
- 3) Source: SCC Admission Office

ANALYSIS: Based on both the proportionality index and comparison to the reference group, students aged "**18-21**" and "**Native American/Alaskan**" are the two subgroups that are disproportionately impacted under probation; however, the number of Native American/Alaskan students (n=16) may be too small to reach valid conclusion. Because the probation rate among Asian students is exceptionally low, all other ethnic groups fall below 0.80 on the 80% rule index. **Foster youth** and **Low-Income** students were on probation at twice the overall rate of all SCC students in fall 2013.

INDICATOR #3: Basic Skills and ESL Completion
SCC Students Basic Skills Completion Fall 2010 - Fall 2013

	Students Who Successfully Completed These Courses in Math				Students Who Successfully Completed These Courses in English				Students Who Successfully Completed These Courses in Reading			
	N48	N48 and then 060		80% Index	N60	N60 and then 061		80% Index	096/N96	096/N96 and then 097		80% Index
Ethnicity	n	n	%		n	n	%		n	n	%	
African American	22	9	41%	0.74	9	3	33%	0.59	5	2	40%	N/A
Asian (including PI, Filipino)	54	30	56%	1.00	42	21	50%	0.88	11	3	27%	N/A
Latino	581	251	43%	0.78	313	156	50%	0.88	96	12	13%	N/A
Native American/Alaskan	13	6	46%	0.83	4	4	100%	1.76	0	0	N/A	N/A
White	430	237	55%	0.99	120	68	57%	1.00	40	6	15%	N/A
Other (other, decline or unreported)	109	47	43%	0.78	51	24	47%	0.83	15	4	27%	N/A
Age												
<17	9	6	67%	1.18	0	0	N/A	N/A	1	0	0%	N/A
18-21	902	421	47%	0.82	453	233	51%	1.00	131	19	15%	N/A
22-25	115	49	43%	0.75	30	16	53%	1.04	14	3	21%	N/A
26-29	60	30	50%	0.88	18	6	33%	0.65	9	2	22%	N/A
30-39	67	38	57%	1.00	22	12	55%	1.06	7	1	14%	N/A
40-49	38	26	68%	1.21	12	7	58%	1.13	5	2	40%	N/A
50+	18	10	56%	0.98	4	2	50%	0.97	0	0	N/A	N/A
Gender												
Female	708	347	49%	1.00	242	150	62%	1.00	97	13	13%	N/A
Male	501	233	47%	0.95	296	125	42%	0.68	70	14	20%	N/A
Disability												
Non-DSPS	1036	500	48%	1.00	426	216	51%	0.95	135	20	15%	N/A
DSPS	173	80	46%	0.96	113	60	53%	1.00	32	7	22%	N/A
Special Populations												
Foster Youth	11	3	27%	0.57	2	1	50%	0.98	1	0	0%	0.00
Low-Income	271	149	55%	1.15	297	195	66%	1.06	112	33	29%	1.82
Veterans	13	5	38%	0.80	3	3	100%	1.96	0	0	N/A	N/A
All SCC Students	1209	580	48%	1.00	538	275	51%	1.00	167	27	16%	1.00

Notes:

- 1) A disproportionate impact is identified when the proportionality index and/or the 80% rule index score is < 0.80. A subgroup must have at least 30 students to be used as the reference group for any proportionality and "80% rule" indices.
- 2) Basic Skills Completion methodology: a ratio of students who successfully completed the last course in Basic Skill sequence (from Fall 2010 to Spring 2013) and those who subsequently successfully completed a degree-applicable course in that discipline (Math, English, Reading) from Fall 2010 to Fall 2013). Because SCC has not offered a Basic Skills course in ACE (ESL) since Fall 2009, it is not reported in the table above.
- 3) Source: RSCCD Research Data Warehouse.

ANALYSIS: A conclusive analysis is not possible for Reading because the subgroup sizes are too small. In Math, a slight disproportionate impact is observed with these groups: **Latino, Other, and 22-25 age group**. While **African-Americans** and **Foster Youth** have lower rates, their sample sizes are too small for valid conclusion. In English, a disproportionate impact is observed with **male** students. While **African-American** and **26-29 age group** also have significantly lower rates, there are too few students in those groups to make a valid conclusion.

Indicator #4: Degrees and Certificates

SCC Students Awarded Degrees 2012-13

	2012-13 Students Awarded Degrees N = 711		2012-13 Degree-Seeking Students N = 3606		Proportionality Index	Proportion of Awarded Degrees to Degree-Seeking Students	Proportion to the highest ratio (80%-rule analysis)
	n	%	n	%			
Ethnicity							
African American	13	1.8%	60	1.7%	1.10	22%	0.84
Asian (including Pac Islander, Filipino)	82	11.5%	359	10.0%	1.16	23%	0.89
Latino	205	28.8%	1,449	40.2%	0.72	14%	0.55
Native American/Alaskan	7	1.0%	36	1.0%	0.99	19%	0.75
White	303	42.6%	1,176	32.6%	1.31	26%	1.00
Other (other, declined to state and unreported)	101	14.2%	526	14.6%	0.97	19%	0.74
Age							
≤17	0	0.0%	9	0.2%	-	0%	0.00
18-21	255	35.9%	1,149	31.9%	1.13	22%	1.00
22-25	326	45.9%	1,471	40.8%	1.12	22%	1.00
26-29	70	9.8%	451	12.5%	0.79	16%	0.70
30-39	37	5.2%	340	9.4%	0.55	11%	0.49
40-49	13	1.8%	126	3.5%	0.52	10%	0.46
50+	10	1.4%	60	1.7%	0.85	17%	0.75
Gender							
female	340	47.8%	1,704	47.3%	1.01	20%	1.00
male	370	52.0%	1,901	52.7%	0.99	19%	0.97
Disability							
Non-DSPS	676	95.1%	3,357	93.1%	1.02	20%	1.00
DSPS	35	4.9%	249	6.9%	0.71	14%	0.70
Special Populations							
Foster Youth	1	0.1%	13	0.4%	0.39	8%	
Low Income	144	20.3%	1,397	38.7%	0.52	10%	
Veterans	12	1.7%	54	1.5%	1.13	22%	

Notes:

1) A disproportionate impact is identified when the proportionality index and/or the 80% rule index score is < 0.80. A subgroup must have at least 30 students to be used as the reference group for any proportionality and "80% rule" indices.

2) Source: SCC Admission Office

ANALYSIS: Based on both the proportionality index and the 80%-rule analysis, **Latinos** and **students with disabilities (DSPS)** are the two subgroups that clearly underperform in the achievement of degrees. In addition, achievement of degrees seems to decrease as age group increases; **age groups "30-39" and "40-49"** seem to significantly underperform other age groups. **Low-Income** and **Foster Youth** students also underperform in achieving degrees, although the number of foster youth cases is too small for any meaningful conclusion.

Indicator #4: Degrees and Certificates

SCC Students Awarded Vocational Certificates 2012-13

	2012-13 Students Awarded Vocational CT		2012-13 CT-Seeking Students N = 1194		Proportionality Index	Proportion of Students Awarded CTs to CT-Seeking Students	Proportion to the highest ratio (80%-rule analysis)
	n	%	n	%			
Ethnicity							
African American	20	2.3%	42	3.5%	0.65	48%	0.41
Asian (including Pac Islander, Filipino)	40	4.6%	45	3.8%	1.21	89%	0.77
Latino	241	27.4%	465	38.9%	0.70	52%	0.45
Native American/Alaskan	14	1.6%	115	9.6%	0.17	12%	0.11
White	491	55.9%	425	35.6%	1.57	116%	1.00
Other (other, declined to state and unreported)	73	8.3%	102	8.5%	0.97	72%	0.62
Age							
≤17	0	0.0%	1	0.1%	0.00	0%	N/A
18-21	16	1.8%	58	4.9%	0.37	28%	0.19
22-25	55	6.3%	262	21.9%	0.29	21%	0.14
26-29	115	13.1%	259	21.7%	0.60	44%	0.30
30-39	357	40.6%	365	30.6%	1.33	98%	0.67
40-49	214	24.3%	166	13.9%	1.75	129%	0.88
50+	121	13.8%	83	7.0%	1.98	146%	1.00
Gender							
female	109	12.4%	77	6.4%	1.92	142%	1.00
male	770	87.6%	1,116	93.5%	0.94	69%	0.49
Disability							
Non-DSPS	875	99.5%	1,189	99.6%	1.00	74%	0.92
DSPS	4	0.5%	5	0.4%	1.09	80%	1.00
Special Populations							
Foster Youth	0	0.0%	1	0.1%	0.00	0%	
Low Income	31	3.5%	36	3.0%	1.17	86%	
Veterans	7	0.8%	3	0.3%	3.17	233%	

Notes:

1) The data above include only vocational certificates. Certificates awarded for CSU GE and IGETC certification are excluded. 2) A disproportionate impact is identified when the proportionality index and/or the 80% rule index score is < 0.80. A subgroup must have at least 30 students to be used as the reference group for any proportionality and "80% rule" indices.

3) Source: SCC Admission Office

ANALYSIS: Based on both the proportionality index and the 80%-rule analysis, **all non-White ethnic groups, students younger than 30, and males** are the subgroups that disproportionately underperform in the achievement of certificates. However, certificates awarded in Apprenticeship -- especially Cosmetology, Electrician and Operating Engineers -- have skewed the results and caused misleadingly higher rates for these groups: **"White," "40-49," "50+," and "female."** For these groups there were more students awarded certificates than certificate-seeking students in 2012-13 academic year.

Indicator #5: Transfers							
SCC Students Who Transferred to Four-Year Universities in 2011-2013							
	2011-13 Transfers		2011-13 Transfer-Seeking Students		Proportionality Index	2011-13 Transfers Proportional to 2011-13 Transfer-Seeking Students*	Proportion to the highest ratio (80%-rule analysis)
	n	%	n	%			
Ethnicity							
African American	38	1.9%	138	1.5%	1.27	28%	1.00
Asian (including Pacific Islander, Filipino)	258	13.2%	1007	11.2%	1.19	26%	0.93
Latino	514	26.4%	3395	37.7%	0.70	15%	0.55
Native American/Alaskan	19	1.0%	63	0.7%	1.40	30%	1.10
White	891	45.7%	3312	36.7%	1.24	27%	0.98
Other (other, declined to state and unreported)	229	11.7%	1102	12.2%	0.96	21%	0.75
TOTAL	1949		9017				
Age							
<17	27	1.4%	56	0.6%	2.33	48%	1.42
18-21	1000	53.6%	5799	64.3%	0.83	17%	0.51
22-25	472	25.3%	2000	22.2%	1.14	24%	0.69
26-29	158	8.5%	540	6.0%	1.41	29%	0.86
30-39	131	7.0%	385	4.3%	1.64	34%	1.00
40-49	52	2.8%	199	2.2%	1.26	26%	0.77
50+	27	1.4%	38	0.4%	3.43	71%	2.09
TOTAL	1867		9017				
Gender							
female	1014	52.2%	4501	49.9%	1.05	23%	1.00
male	929	47.8%	4516	50.1%	0.95	21%	0.91
TOTAL	1943		9017				
Disability							
Non-DSPS	1916	98.3%	8602	95.4%	1.03	22%	1.00
DSPS	33	1.7%	415	4.6%	0.37	8%	0.36
TOTAL	1949		9017				
Special Populations							
Foster Youth**	3	0.2%	42	0.5%	0.33	7%	0.32
Low-Income	152	7.8%	1732	19.2%	0.41	9%	0.39
Veterans**	10	0.5%	90	1.0%	0.51	11%	0.50

Notes:

- 1) The proportionality index and the Transfers/Transfer-Seeking proportion are NOT "transfer rates." The data above do not present a cohort tracking methodology in which the transfer rate of a cohort is calculated during a specified length of time.
- 2) A disproportionate impact is identified when the proportionality index and/or the 80% rule index score is < 0.80. A subgroup must have at least 30 students to be used as the reference group for any proportionality and "80% rule" indices.
- 3)*Transfer-seeking is defined as students who have completed at least 12 units and have attempted transferable math (Math 105, 140, 150, 160, 170, 180/180H, 219/Soc 219/219H) OR English course (English 101/101H)
- 4) ** Data for foster youth and veterans were compiled starting only in 2011 and 2012 respectively; therefore, these special populations did not have enough time to progress to transfers reported in 2011-2013 period. Data for these two groups are insufficient for meaningful conclusions.
- 5) Source: District Research Data Warehouse, National Student Clearinghouse

ANALYSIS: Based on both the proportionality index and the 80%-rule analysis, **Latinos, students with disabilities (DSPS), and low-income students** are the subgroups that clearly underperform in the achievement of transfers to four-year universities. Several age groups, especially the younger age groups of "18-21" and "22-25" seem to also have lower proportions of transfer to transfer-seeking, but this may be caused by the fact that younger students have not had the time yet to complete their transfer studies. Foster youth and veterans also show disproportionate impact on transfers, but because these groups were only recently starting to be tracked, there is insufficient data for meaningful conclusions.

Additional Data for Indicators #4 and #5											
2014 Santiago Canyon College Student Success Scorecard											
Completion Overall	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		80% Rule (2007-08)
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
All	1,104	59.1%	1,212	57.9%	1,291	59.8%	1,352	58.1%	1,437	55.7%	
Female	579	58.0%	631	60.7%	655	62.0%	689	60.1%	748	57.5%	1.00
Male	523	60.2%	581	54.9%	636	57.5%	663	56.1%	689	53.8%	0.94
< 20 years old	965	61.2%	1,060	61.0%	1,134	61.6%	1,218	59.2%	1,292	57.3%	1.00
20 to 24 years old	74	51.4%	77	33.8%	88	50.0%	74	51.4%	89	46.1%	0.80
25 to 39 years old	34	29.4%	56	39.3%	42	40.5%	44	43.2%	36	36.1%	0.63
40+ years old	31	41.9%	19	36.8%	27	48.1%	16	50.0%	20	35.0%	0.61
African American	1 to 9	37.5%	23	39.1%	15	60.0%	11	63.6%	21	33.3%	0.49
Asian / PI / Filipino	141	59.6%	146	69.8%	161	67.1%	181	66.3%	153	67.3%	1.00
American Indian/Alaska Native	1 to 9	55.6%	13	53.8%	13	69.2%	17	41.2%	16	56.3%	0.84
Hispanic	321	48.3%	323	45.5%	363	49.9%	368	48.1%	446	44.8%	0.67
White	558	64.9%	608	62.0%	629	62.2%	631	59.4%	676	60.2%	0.89

Notes:

- 1) Completion is defined as earning a degree or certificate or achieving transfer-preparedness. This is a cohort-tracking methodology; however, data is not separated into degree/CT completion rate and transfer rate.
- 2) A disproportionate impact is identified when the proportionality index and/or the 80% rule index score is < 0.80. A subgroup must have at least 30 students to be used as the reference group for any proportionality and "80% rule" indices.
- 3) Source: 2014 SCC Student Success Scorecard (retrieved from the CCCC website)

Analysis: For the 2007-08 cohort, an 80% index shows that **African-American** and **Latino** are disproportionately impacted, showing lower completion rates compared to other ethnic groups

Goals and Activities



Santiago Canyon College

GOALS AND ACTIVITIES

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

Goal A1: SCC will maintain a commitment to equitable access for underrepresented students from the communities served through strategic and continuous planning and evaluation.

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
A1.1 Establish an Office of Student Equity and hire a director to oversee Student Equity Plan implementation and evaluation.	Year 1	Administration	Dedicated office with a full-time director responsible for overseeing the implementation of Student Equity Plan goals, activities, research and evaluation.	EF
A1.2 Hire a full-time research analyst funded 50% through Student Equity and 50% through SSSP.	Year 1	Student Equity Director Administration	Dedicated position for collecting, analyzing and reporting data related to equity, student success, achievement and learning.	EF/CAT
A1.3 Hire a 19-hour ongoing Senior Clerk to support Student Equity Office operations and activities.	Year 1	Student Equity Director	Dedicated part-time classified position to support operations of the Office of Student Equity and implementation of student equity activities within the college and community.	EF
A1.4 Provide faculty, staff and administrators with professional development training opportunities related to equity-mindedness, cultural competence and universal design.	Year 1 -3	Student Equity Director Academic Senate Professional Development Committee Classified Hawks	Incorporation of effective practices for enhancing student success and increasing equitable outcomes into college planning and instruction by faculty, staff and administrators.	EF
A1.5 Promote and maintain SCC as a Hispanic Serving Institution.	Year 1 -3	Student Equity Director IT Department	Publication of information about SCC as a Hispanic Serving Institution (HSI) and engagement in ongoing evaluation of the college's HSI status.	CAT
A1.6 Strengthen outreach and recruitment to underrepresented students, especially Asian, low-income, foster youth, veterans and students with disabilities.	Year 1 - 3	Student Equity Director Outreach Department Student Services Departments Academic Departments	Increase in college enrollment rates in these targeted equity groups of 1% annually.	CAT/GF

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
A1.7 Orient new students in underrepresented equity groups to college-wide specialized services that address their unique needs.	Year 1 - 3	Student Equity Director Student Services Departments	Increased participation in college-wide specialized services addressing the unique needs of underrepresented equity groups.	CAT
A1.8 Conduct research to identify potential barriers and recruitment strategies for equity groups.	Year 1 - 3	Student Equity Director Equity Research Analyst	Identification of factors that impact access for equity groups with disparities and potential strategies to mitigate them.	
A1.9 Investigate the potential for integrating a student portal or one-stop online resource that will enhance our current website and target the needs of underrepresented students.	Year 2	Student Equity Director IT Department Student Success Committee Student Services Departments Academic Departments	Enhancements to college website that provide information about special programs, services and tools that support access and student success.	GF
A1.10 Identify factors contributing to lower level placement across disciplines for target equity groups.	Year 2 - 3	Student Equity Director Equity Research Analyst ACE Department Counseling Department English Department Reading Department Math Department	Increase of 1% annually in placement rate among the following student equity groups: 1) African-American, Latino and low-income students into college level math and English. 2) White, Other, and students with disabilities into college level math.	EF
A1.11 Create opportunities to engage in a college-wide dialogue about strategies to address student equity group disparities in access.	Year 2 - 3	Student Equity Director Administration Academic Senate Professional Development Committee Classified Hawks	Ongoing development of strategies to address student equity group disparities reflected in access.	GF

Goal A2: Create and maintain equitable access for foster youth through specialized services and activities that target this student population.

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
A2.1 Hold community-based foster youth events highlighting SCC programs and services.	Year 1 - 3	Student Equity Director Outreach Department Student Services Departments	Increase of 1% annually in foster youth enrollment rate at the college and engagement in support services.	EF/CAT
A2.2 Identify and respond to foster youth access needs, e.g. Pell grants, textbooks, bus passes, etc.	Year 1 - 3	Student Equity Director Student Services Departments	Increase in access to available resources for foster youth.	CAT
A2.3 Explore hiring an individual to support the implementation of specialized foster youth services and other equity activities.	Year 2	Student Equity Director	Recommend position to support the implementation of specialized services and other student equity activities.	EF

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 B1: Increase the course completion rates among all students and continue to monitor and address disparities identified among targeted student equity groups.

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
B1.1 Explore options for acquiring software that will disaggregate and analyze learning outcomes and achievement for subpopulations of students as required by accreditation standard I.B.6.	Year 1	Student Equity Director Equity Research Analyst Administration Academic Senate	Recommendations for software purchases that will disaggregate data and analyze learning outcomes and achievement for subpopulations of students in order to identify performance gaps and implement strategies to mitigate them.	EF
B1.2 Evaluate the utilization of in-person and E-advising counseling services for equity groups.	Year 1 - 3	Student Equity Director Equity Research Analyst Counseling Department	Data analysis to determine if all student groups access counseling at similar rates.	EF
B1.3 Assess if equity disparities exist among students participating in counseling intervention workshops required for students after their first semester on academic and/or progress probation.	Year 1 - 3	Student Equity Director Equity Research Analyst Counseling Department	Data analysis of student participation in counseling intervention workshops among student equity groups.	EF
B1.4 Create opportunities to engage in a college-wide dialogue focused on improving course completion rates in targeted equity groups.	Year 2 - 3	Student Equity Director Administration Academic Senate Academic Departments Student Services Departments	Identification and recommendation of strategies to address student equity group disparities in course completion.	EF
B1.5 Explore additional interventions for student equity groups on academic and progress probation to help them develop strategies for improving their academic performance.	Year 2 - 3	Student Equity Director Academic Departments Student Services Departments	Recommendation of additional interventions for equity groups on academic and progress probation to help them develop strategies for improving their academic performance.	CAT

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
B1.6 Integrate disaggregated student achievement data into future Academic and Student Services Program Reviews.	Year 2 - 3	Student Equity Director Equity Research Analyst Academic Senate Academic Departments Student Services Departments	Student achievement data available for analysis and use by academic and student services departments.	EF/GF

Goal B2: Increase the rates of course completion and retention among foster youth.

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
B2.1. Form an advisory group comprised of community-based foster youth service providers and college faculty, staff and administrators to provide guidance and direction in the development of foster youth services.	Year 1	Student Equity Director	Establishment of a foster youth advisory committee.	EF
B2.2 Provide foster youth with resources including priority eligibility for EOPS/CARE/CalWORKS, tutoring/academic coaching and mental health services.	Yeas 1 - 3	Student Equity Director Student Services Departments	Increase in rate of foster youth retention and course completion by 1% annually by reducing barriers to their academic success.	CAT

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 compared to the number of those students who complete such a final course.

Goal CI: Develop and implement educational strategies that increase student success in ACE and basic skills courses in Math, English and Reading.

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
C1.1 Provide professional development opportunities to ESL, ACE and basic skills faculty on instructional methods to accommodate student diversity and support the development of equity-based curriculum.	Yeas 1- 3	Student Equity Director Professional Development Committee	Faculty participation in professional development workshops/conferences and implementation of various instructional methods to accommodate student diversity and support the development of equity-based curriculum.	EF
C1.2 Conduct research to determine if any equity group is less likely to enroll in and complete the next course in the ACE, ESL and basic skills sequence.	Year 1 - 3	Student Equity Director Equity Research Analyst	Data evaluating equity in terms of student progression through ESL, ACE and English and math basic skills sequence.	EF
C1.3 Work with faculty to identify and examine effective research-based academic support services for students enrolled in ACE, ESL and basic skills classes.	Year 1 - 3	Student Equity Director ACE Department Continuing Education English Department Math Department Reading Department	Increase in success rates in ACE, ESL and basic skills classes by 1% annually.	EF
C1.4 Explore best practices for coordination between ACE and basic skills classes.	Year 1 - 3	Student Equity Director ACE Department English Department Math Department Reading Department	Class scheduling designed to advance student pathway from basic skills to degree applicable courses.	GF
C1.5 Explore the possibility of offering additional and varied cross listed sections of credit and non-credit courses.	Year 1 - 3	Student Equity Director Continuing Education Academic Departments	Increase the rate of students moving from non-credit to credit courses by 1% annually.	

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
C1.6 Identify, explore and provide students with individualized computer-assisted instruction through instructional support centers to help them improve their basic skills.	Year 1 - 3	Student Equity Director Academic Departments Student Services Departments Learning Center Staff	Increase in student success and retention rates by 1% annually in ACE, ESL and basic skills classes.	GF
C1.7 Offer tutoring and/or other academic support services to Adult Basic Education (ABE) and High School Subjects (HSS) students in Continuing Education through the BSI Grant.	Yeas 1 - 3	Student Equity Director ABE/HSS Coordinator ABE/HSS Faculty	Increase in successful completion rates of students enrolled in ABE and HSS classes by 1% annually.	CAT
C1.8 Examine online software for assessing and remediating college and career-readiness skills in reading, writing, math, ESL, study skills and career readiness for use in learning resource centers on campus.	Year 1 - 3	Student Equity Director ACE Department English Department Math Department Reading Department Continuing Education Division	Recommendation of software to support the development of college and career readiness skills among ESL, ACE, basic skills and continuing education students.	EF

Goal C2: Increase the rates at which foster youth successfully complete basic skills coursework and go on to complete a degree applicable course in the same discipline.

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
C2.1 Designate a foster youth liaison in in each Student Service office to facilitate the provision of support services to this student population.	Year 1 - 3	Student Equity Director Student Services Departments	Seamless access to support services for foster youth.	CAT/GF
C2.2 Hold a pre-registration event to ensure foster youth are aware of priority registration dates and are prepared to register.	Year 2 - 3	Student Equity Director Student Services Departments	A minimum of 50% of foster youth accessing priority registration.	EF

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 as documented in the student educational plan developed with a counselor/advisor.

Goal D1: Increase degree and certificate completion rates in underrepresented student groups to achieve an equitable balance of degree and certificate attainment across all targeted student equity groups.

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
D1.1 Submit request to hire a full-time (100% DSPS funded) DSPS counselor to implement SSSP mandates including the development of abbreviated and comprehensive education plans for students with disabilities seeking to earn a certificate, AA degree or to transfer to 4-year universities.	Year 1	Student Equity Director DSPS Department	Increase of 1% in the annual rate in attainment rate of certificates and degrees and transfer to 4-year universities by students with disabilities.	CAT
D1.2 Provide professional development opportunities to faculty on instructional methods to accommodate student diversity and support the development of equity-based curriculum.	Year 1 - 3	Student Equity Director Professional Development Committee Academic Senate	Faculty participation in professional development activities and implementation of various instructional methods to accommodate student diversity and support the development of equity-based curriculum.	EF
D1.3 Conduct research to evaluate the participation and success rates of equity groups accessing campus learning resources e.g. Math Study Hall (MaSH), Writing Center, Tutoring Center, STAR Center and Academic Success Center.	Year 1 - 3	Student Equity Director Equity Research Analyst	Report identifying if disparities exist among equity groups in accessing and benefiting from stated learning resources.	EF

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
D1.4 Offer, assess and expand academic coaching and specialized tutoring to students with disabilities through the DSPS Program.	Year 1 - 3	Student Equity Director DSPS Department	At least 60% of students participating in DSPS academic coaching and/or specialized tutoring will successfully complete semester coursework with a GPA of 2.0.	CAT
D1.5 Make priority counseling appointments available to veterans and low-income students needing financial aid counselor approvals.	Year 1 - 3	Student Equity Director Counseling Department	Timely completion of required paperwork for veterans and low-income students so they may register in classes required to meet their educational goals.	CAT
D1.6 Provide additional funding for textbooks, transportation and child care to low-income students through the EOPS/CARE/CalWORKS programs.	Year 1 - 3	Student Equity Director EOPS/CARE/CalWORKS	Increased support for low-income students' textbooks, transportation and child care.	EF

Goal D2: Increase the number of foster youth who successfully receive a degree or certificate that aligns with their informed matriculation goal.

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
D2.1 Ensure foster youth have access to an academic counselor for the development of education plans.	Year 1 - 3	Student Equity Director Counseling Department	Development of foster youth education plans with the assistance of an academic counselor.	GF/CAT
D2.2 Foster youth at risk for not making satisfactory progress will be contacted to ensure they know how to access intervention service	Year 1 - 3	Student Equity Director	Increase the rate of foster youth accessing intervention services by 1% annually.	EF/CAT

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 E1: Increase transfers to 4-year institutions, especially among targeted student equity groups.

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
E1.1 Provide professional development opportunities to faculty and staff on improving student engagement, success and transfer, particularly among underrepresented student groups.	Year 1	Student Equity Director Academic Senate Professional Development Committee	Faculty and staff participation in professional development activities leading to practices that improve student engagement and success and positively impact transfer rates.	EF
E1.2 Develop a research agenda to identify transfer barriers for Latino, DSPS and low-income students.	Year 1	Student Equity Director	Report identifying potential transfer barriers for identified equity groups to be used for developing activities to mitigate them.	EF
E1.3 Explore expansion of supplemental instruction (SI) and faculty mentoring to foster student engagement and success in courses across the curriculum.	Year 1 - 3	Student Equity Director Academic Departments	Increased availability of SI instruction and faculty mentoring for courses across the curriculum.	EF
E1.4 Offer specialized transfer workshops and a transfer event where DSPS, EOPS/CARE/CalWORKs and CAMP students visit local 4-year universities each semester.	Years 1 - 3	Student Equity Director DSPS Department EOPS/CARE/CalWORKs CAMP	Annual increase of 1% in the transfer rate of DSPS, low-income and Latino students.	CAT
E1.5 Engage in college-wide discussions to identify strategies to improve transfer rates of student equity groups demonstrating disproportionate impact.	Year 2 - 3	Student Equity Director Academic Senate Student Services Departments	Identification of strategies to improve transfer rates of student equity groups demonstrating disproportionate impact.	EF

Goal E2: Increase the number of foster youth who successfully transfer to 4-year universities.

Activity	Target Date	Responsible Party	Expected Outcome	Funding Source
E 1 Offer a transfer workshop and a transfer event where foster youth visit local 4-year universities each semester.	Year 1 - 3	Student Equity Director Transfer Center Counseling	Increase of 2% in foster youth transfer rates by 2017.	EF

Budget



Santiago Canyon College

STUDENT EQUITY PROPOSED BUDGET 2014-15

YEAR ONE 2014-2015		Totals
1. Personnel - <i>*Salaries and wages are based upon a set salary schedule and positions titles/functions established by HR and the unions at the District Office. Benefits are included for ongoing positions.</i>		
a) Director of Special Programs-12 month position (H3)		\$131,357
b) Research Analyst-12 month position (16-3) at 50%		\$51,526
c) Senior Clerk-12 month position, 19hr ongoing (8A)		\$19,065
d) Instructional Assistants- short-term hourly, 19 hours/week, total hire of 6		\$76,536
Total Personnel		\$278,484
2. Foster Youth		
a) books, supplies, transportation		\$10,000
Total Foster Youth		\$10,000
3. EOPS/CARE/CalWORKS		
a) books, supplies, transportation, child care		\$46,344
Total EOPS/CARE/CalWORKS		\$46,344
4. Professional Development		
a) Faculty, Staff, Campus Community		\$75,000
Total Professional Development		\$75,000
5. Transfer Activity- Campus Tours		
a) Bus rental plus food (lunch) for 50 students each semester- \$700 bus \$550 food		\$2,500
Total Transfer		\$2,500
6. Software		
a) Taskstream, Success Center or other as identified		\$10,000
Total Software		\$10,000
Grand Total		\$422,328

Evaluation Schedule and Process



Santiago Canyon College

EVALUATION SCHEDULE AND PROCESS

The progress and completion of the goals and activities of the Student Equity Plan (SEP) will be evaluated in multiple ways, including plan-specific assessment conducted annually and broader college-wide evaluations to be done periodically after the Student Equity Plan becomes integrated into the college-wide planning processes (Department Planning Portfolio, Program Review and the Educational Master Plan).

Evaluation 1: Update Data for Student Equity Plan Indicators

- The five Student Equity Plan Indicators (Access, Course Completion, ESL and Basic Skills Completion, Degree/Certificate Attainment, and Transfer) will be monitored and the data updated annually, with the possibility of adding or modifying the metrics and methodology to improve the analysis.

Evaluation 2: Student Equity Plan Activity Evaluation

- The Student Equity Director, with assistance from the Office of Institutional Effectiveness and Assessment, will evaluate the specific outcome(s) for each SEP activity and the expected outcomes annually. In addition, progress evaluation for each SEP goal and activity will be compiled in an annual report.

Evaluation 3: College-Wide Planning Process

- Student equity data, goals, and activities will be integrated into the planning processes of the College which may include the Department Planning Portfolio, Program Review and the Educational Master Plan. As part of these planning documents, SEP goals, activities, and data will be evaluated regularly according to the College's planning cycle.

The multi-pronged evaluation approach proposed above will provide an overall review of student equity at the College, identify specific areas where student equity issues must be addressed, and assess the effectiveness of programs and activities related to the Student Equity Plan.

Student Equity Committee Membership

Loretta Jordan, Associate Dean of Student Development (Co-Chair)

Lucy Carr-Rollitt, Professor of Disabled Students Programs and Services (Co-Chair)

Dr. Nena Baldizon-Rios, Professor of Counseling, EOPS/CARE/CalWORKs

Bianca Figueroa, SCC Student

Dr. Marilyn Flores, Dean of Arts, Humanities, Social Sciences and Library

Dr. Anne Hauscarriague, Professor of Mathematics

Kathryn Kosuth-Wood, Professor of English

Dr. Imelda Perez, Student Services Coordinator, Continuing Education

Dr. Scott Sakamoto, Professor of Mathematics

Rudy Tjiptahadi, Research Specialist, Office of Institutional Effectiveness & Assessment

Leigh Ann Unger, Admissions/Records Technician