

# COLLEGE EXECUTIVE COMMITTEE MEETING

Tuesday, November 3, 2015 • 1:30 p.m. – 2:30 p.m. • N-206

**Members:** Hsieh, Bell, Hopkins, Ramsey, McMahon, Hubbard, Allen, & Light

**Attendees:** Ornelas, Jacobson, Ascione, Irvin, & Miramontez

- A. Approval of the Agenda
- B. Approval of Previous Minutes
- C. Guests/Introductions
- D. Updates from the Chancellor's Cabinet
- E. New Business

#	Item	*Strategic Goals	Initiator
1	College Mission and Vision Statement ( <u>attachment</u> )	1	Miramontez

## F. Old Business

#	Item	*Strategic Goals	Initiator
1	February 2016 On-Campus Board Meeting Presentation Topic (Due to CEC on 11/3/15)	1	Hopkins & McMahon
2	Accreditation	1	Miramontez
3	Performing Arts Center Capital Campaign	1 & 2	Ascione
4	Implementation of Cultural & Ethnic Diversity Plan ( <u>attachment</u> )	3	Hsieh, Hubbard, & Patacsil

## G. Place Holders

#	Item	*Strategic Goals	Initiator
1	Follow-Up/Modification of Student Equity Plan Timeline (Through electronic process, CEC action is due on 11/10/15)	1 & 3	Ramsey & Irvin

## H. Reports

*(Please limit each following report to two minutes maximum. If you have any handouts, please email them to Briele Warren ahead of time to be included for distribution electronically).*

- Academic Senate
- Classified Senate
- Associated Student Council
- District Governance Council
- District Strategic Planning Committee
- Budget Planning and Development Council
- College Governance Committee

## I. Announcements

## J. Adjourn

**As a courtesy, please let the College and Academic Senate Presidents know if you will be unable to attend the meeting.**

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### \* San Diego Miramar College 2013 – 2019 Strategic Goals

**Goal 1:** Provide educational programs and services that are responsive to change and support student learning and success.

**Goal 2:** Deliver educational programs and services in formats and at locations that meet student needs.

**Goal 3:** Enhance the college experience for students and the community by providing student-centered programs, services and activities that celebrate diversity and sustainable practices.

**Goal 4:** Develop, strengthen and sustain beneficial partnerships with educational institutions, business and industry, and our community.

**Please also see** <http://www.sdmiramar.edu/institution/plan> **for San Diego Miramar College 2013-2019 Strategic Plan**

## Edited Version

### *Mission*

San Diego Miramar College's mission is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity, and success, while emphasizing innovative programs and partnerships to facilitate student completion for transfer preparation, workforce training, and career advancement.

### *Vision*

San Diego Miramar College will be a hub of education, diversity, and services to our community.

San Diego Miramar College, in keeping with this vision, supports and emphasizes the following guiding values:

- Access, learning, and success of all students to achieve their educational goals. ~~including degree and certificate completion~~
- A ~~collegiate college community with a~~ culture that embraces ~~offers~~ civility, ~~mutual respect, courtesy,~~ and responsibility, and appreciation ~~accountability~~ from a global perspective
- Accomplishments of individuals, groups, and the college as a whole
- Diversity of our students, staff, faculty, and programs that reflect our community
- Creativity, innovation, flexibility, and excellence in teaching, learning, and service
- The ability to recognize and respond to opportunities and challenges emerging from a complex and dynamic world
- Sustainable practices in construction, curriculum, and campus culture
- Collaboration and partnerships
- Participatory governance and communication
- ~~▪ Sustainable practices in construction, curriculum, and campus culture~~
- A Culture of evidence, collaborative inquiry, and action that focuses on the student experience

B. Bell, M. Lopez, consensus to move forward.

<b>GOALS</b>	<b>ACTION PLAN</b>	<b>RESPONSIBLE PARTY(IES) FOR IMPLEMENTATION</b>	<b>TIMELINE</b>	<b>Responsible Parties for the Bi-annual Tracking report*</b>
<p><i>Goal 1</i> Promoting, recruiting, and increasing diversity of faculty and classified staff to reflect the composition of the student population and the surrounding community. <i>Strategy 3.2</i></p>	<p>1.1 Increase the hiring of a diverse staff that is reflective of the campus community and the SDCCD service area. This can be achieved by using the college environmental scan as well as department diversity data, and the data of student and faculty/classified staff demographics.</p>	<ul style="list-style-type: none"> <li>• College President</li> <li>• Academic and Classified Senate Presidents</li> <li>• DIEC Rep</li> <li>• Hiring Committee Chairs/Co-chairs</li> </ul>	<p>Bi-annual report presented at the last CEC meeting in November, and the last CEC meeting in April.</p>	<p>DIEC Rep Researcher</p>
<p><i>Goal 2</i> Fostering an open and inclusive culture on campus with regard to diversity in the workplace which includes recognition, respect and celebration of the diverse languages, perspectives and experiences that comprise the Miramar College community. <i>Strategy 3.1</i></p>	<p>2.1 Address any campus community concerns in relation to diversity, and respect of all differences in a proactive and professional manner.</p> <p>2.2 Provide input and any recommendations to the Office of Institutional Research and Planning on the Campus Climate Survey, as necessary for survey/question improvement that will capture better data.</p>	<ul style="list-style-type: none"> <li>• Site Compliance Officer (SCO)</li> <li>• DIEC</li> </ul>	<p>Bi-annual report presented at the last CEC meeting in November, and the last CEC meeting in April.</p>	<p>SCO DIEC Researcher</p>
<p><i>Goal 3</i> Organizing and promoting events that demonstrate and reflect the dynamic communities Miramar College serves while also providing students and the campus community an opportunity to better understand diversity as a necessary component of a global citizenship. <i>Strategy 3.1, 3.3, 3.5</i></p>	<p>3.1 Identify and provide adequate funding for continued support of activities to enhance understanding of and promote diversity and global citizenship on campus.</p>	<ul style="list-style-type: none"> <li>• College President</li> <li>• VPI</li> <li>• VPSS</li> <li>• VPA</li> <li>• DIEC</li> <li>• Staff Development Committee</li> </ul>	<p>Bi-annual report presented at the last CEC meeting in November, and the last CEC meeting in April.</p>	<p>Staff Development Committee Co-Chairs, FLEX Coordinator DIEC or Designee</p>

<b>GOALS</b>	<b>ACTION PLAN</b>	<b>RESPONSIBLE PARTY(IES) FOR IMPLEMENTATION</b>	<b>TIMELINE</b>	<b>Responsible Parties for the Bi-annual Tracking report*</b>
<p><i>Goal 4</i> Offering and promoting program, outreach, and student activities that recruit a student population which includes those from underrepresented groups. <i>Strategy 3.1, 3.2</i></p>	<p>4.1 Recommend the institutionalization of relevant curriculum and programs of study to include Ethnic and Gender Studies Program(s). Develop and/or maintain Asian/Asian American Studies, Black Studies, Chicano Studies, Women’s Studies, Filipino Studies and Filipino Language courses. These courses of study will provide opportunities towards a comprehensive program for degree, certificate, and/or transfer completion.</p>	<ul style="list-style-type: none"> <li>• Academic Senate Designee</li> <li>• Faculty Discipline Experts</li> <li>• Curriculum Committee</li> <li>• VPI</li> <li>• DIEC</li> </ul>	<p>Bi-annual report presented at the last CEC meeting in November, and the last CEC meeting in April.</p>	<p>Curriculum Committee Chair</p>
<p><i>Goal 5</i> Working with community partners to demonstrate and promote the inclusive and diverse character of an education at Miramar College. <i>Strategy 3.3, 3.5</i></p>	<p>5.1 Support a “Campus Hour” that will allow a designated time(s) during the week to engage students in participating in several activities and to improve student life without disrupting class schedules.</p> <p>5.2 Collaborate and co-sponsor events with other institutions and agencies to enhance the college experience and build strong partnerships.</p>	<ul style="list-style-type: none"> <li>• Dean of Student Affairs</li> <li>• DIEC</li> </ul>	<p>Bi-annual report presented at the last CEC meeting in November, and the last CEC meeting in April.</p>	<p>Dean of Student Affairs FLEX Coordinator</p>

*(\*)* A Bi-annual report will be prepared to track the plan implantation and will be presented at the last CEC meeting in November and the last CEC meeting in April.

**12/10/2014: Plan Revision by the Diversity & International Education Committee**

**San Diego Miramar College**  
**Student Equity Plan**

**11/16/15**

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# SAN DIEGO MIRAMAR COLLEGE STUDENT EQUITY PLAN

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## Table of Contents

### Signature Page

### Executive Summary

- Target Groups
- Goals
- Activities
- Student Equity Funding and Other Resources
- Contact Person/Student Equity Coordinator

### Planning Committee and Collaboration

#### Access

##### *Campus-Based Research*

- Overview
- Indicator Definitions and Data
- Conclusions: Disproportionately Impacted Student Groups

##### *Goals, Activities, Funding and Evaluation*

- Access Baseline Data and Goals
- Activities to Improve Access for Target Student Groups
- Expected Outcomes for Target Student Groups

#### Course Completion

##### *Campus-Based Research*

- Overview
- Indicator Definitions and Data
- Conclusions: Disproportionately Impacted Student Groups

##### *Goals, Activities, Funding and Evaluation*

- Course Completion Baseline Data and Goals
- Activities to Improve Course Completion for Target Student Groups
- Expected Outcomes for Target Student Groups

#### ESL and Basic Skills Completion

##### *Campus-Based Research*

- Overview
- Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups  
*Goals, Activities, Funding and Evaluation*

ESL and Basic Skills Completion Baseline Data and Goals  
Activities to Improve ESL and Basic Skills Completion for Target Student Groups  
Expected Outcomes for Target Student Groups

## **Degree and Certificate Completion**

*Campus-Based Research*

Overview

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups  
*Goals, Activities, Funding and Evaluation*

Degree and Certificate Completion Baseline Data and Goals  
Activities to Improve Degree and Certificate Completion for Target Student Groups  
Expected Outcomes for Target Student Groups

## **Transfer**

*Campus-Based Research*

Overview

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups  
*Goals, Activities, Funding and Evaluation*

Transfer Baseline Data and Goals  
Activities to Improve Transfer for Target Student Groups  
Expected Outcomes for Target Student Groups

## **Other College- or District-wide Initiatives Affecting Several Indicators**

*Goals, Activities, Funding and Evaluation*

Goals Addressed by Activities

Activities, Funding and Evaluation to Improve Outcomes for Target Student Groups

## **Summary Budget**

*Summary Budget spreadsheet*

## **Summary Evaluation Plan**

## **Attachments**

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## Signature Page

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### **SAN DIEGO MIRAMAR COLLEGE** **Student Equity Plan Signature Page**

District: SAN DIEGO COMMUNITY COLLEGE  
DISTRICT

Board of Trustees Approval Date: \_\_\_\_\_

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

  
[College President Name]

phsieh@sdccd.edu  
Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

  
[College Chief Business Officer Name]

bbell@sdccd.edu  
Email

[District Chief Business Officer<sup>1</sup>]

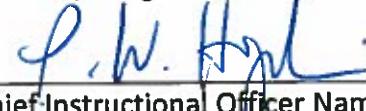
Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

  
[Chief Student Services Officer Name]

gramsey@sdccd.edu  
Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

  
[Chief Instructional Officer Name]

phopkins@sdccd.edu  
Email

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<sup>1</sup> If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.



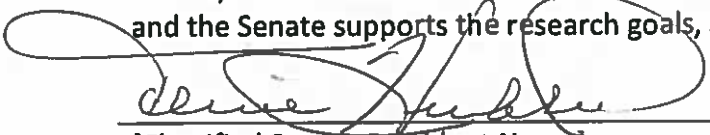
I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

  
[Academic Senate President Name]

*mcmahon@sdccd.edu*

Email

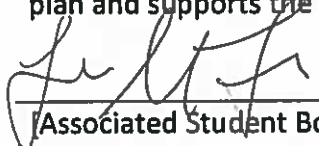
I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

  
[Classified Senate President Name]

*thubbard@sdccd.edu*

Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

 for Olivia Light  
[Associated Student Body President Name]

*olight@sdccd.edu*

Email

  
[Student Equity Coordinator/Contact]

*hirvin@sdccd.edu*

Email

*619-388-7270*

Phone

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# Executive Summary

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## EXECUTIVE SUMMARY

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### Introduction:

San Diego Miramar College firmly believes that by having students on campus with different perspectives, different experiences and different backgrounds are critical to making the educational process work. The value of equality and diversity on a college campus benefits not only individual students, but also serves society well. This belief is synonymous with the college's mission statement which is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, while emphasizing innovative programs and partnerships to facilitate transfer preparation, workforce training, and career development.

As a follow-up to the 2014-2015 student equity plan, the Student Success and Equity Advisory Council, which is comprised of all campus stakeholders to include students, classroom and non-classroom faculty, classified professional staff members, instructional and student services deans, the Vice President of Student Services, the Classified and Academic Senate President and the campus research analyst, met bi-monthly to review, update, and evaluate data collected. The Student Success and Equity Advisory Council oversaw Miramar College's Request for Proposal (RFP) process for individual groups to request funding for projects related to the Student Equity Plan established by the college. The Advisory Council evaluated the proposals based on a rubric and submitted recommendations forth to the Dean of Student Development and Matriculation for final awarding of the SEP funding.

For the 2015-2016 cycles, Miramar once again engaged in a transparent, participatory planning process whereby all campus stakeholders played a role in creating equity and learned about the importance of equity and disproportionately impacted student populations through the college wide dialogue. During the college wide dialogue on Student Equity, the researcher presented quantitative data related to Student Equity and disproportionate impact and responded to questions regarding the methodology utilized. Miramar College utilized the 80% index for all of the measures with the exception of the Basic Skills as the sample size was deemed too small to serve as the highest performing group (N=4). The dean presented the definition of student equity as it applied to Miramar College. Both the quantitative data and definition of Student Equity set the foundation for the in-depth dialogue.

Participants then had an opportunity to break off into the indicator they were most interested in to have a dialogue about external and internal impacts impacting the data, discussing college wide action plans that would assist in reducing the gap between the identified target populations and the highest performing groups, and setting goals.

Based on the research data and the campus wide dialogue, Miramar College will be focusing efforts on the following:

### Access

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-1%, 2015	No Gap	2020
Latino	-5%, 2015	No Gap	2025
White	-11%, 2015	No Gap	2025
DSPS	-2%, 2015	No Gap	2020

(Gap refers to the groups not meeting the 80% mark)

African American, Latino, White, and DSPS are groups with disproportionate impact in the ACCESS indicator utilizing the 80% index methodology. The goal for these groups is to achieve no gaps by the goal year listed.

### Action Plan:

A.1 Review programs offered at the college and sister colleges and offer more courses at Miramar College

A.2: Orientation and creation of publication materials

**Budget Allocated: \$105,000**

### Course Completion

Target Population(s)	Current gap, year	Goal*	Goal Year
African Americans	-3%, 2014	Reduction of gap by 2%	2020
Academic/Progress Disqualification	-77%, 2014	Reduction of gap by 2%	2020
Academic/Progress Probation	-61%, 2014	Reduction of gap by 2%	2020

(Gap refers to the groups not meeting the 80% mark)

African American, Academic/Progress Disqualification and Academic/Program Probation are the groups with disproportionate impact in the COURSE COMPLETION indicator utilizing the 80% index methodology. The goal for these groups is to achieve a reduction of the gap by 2% by 2020.

### Action Plan

B.1: Professional Development for faculty to establish cultural competency across the curriculum

Budget Allocated: \$40,000

B.2: Establish a culture to ensure that all textbooks are available on reserve at the library

B.3: Workshop relating to student success

Budget Allocated: \$150,000

### ESL and Basic Skills Completion

Target Population(s)	Current gap, year	Goal*	Goal Year
African American (English 48/49 to 101)	-9%, 2015	Reduction of gap by 2%	2020
Academic/Progress Disqualification (Math)	-61%, 2015	Reduction of gap by 2%	2020
Academic/Progress Probation (Math)	-24%, 2015	Reduction of gap by 2%	2020

(Gap refers to the groups not meeting the 80% mark)

African Americans in English 48/49 to English 101, Academic/Progress Disqualification (Math) and Academic/Program Probation (Math) are the groups with disproportionate impact in the ESL and BASIC SKILLS COMPLETION indicator utilizing the 80% index methodology and for Math, the Percentage Point Gap. The goal for these groups is to achieve a reduction of the gap by 2% by 2020.

### Action Plan

C.1: Identify interventions and resources to assist students through the probationary/disqualification process

### Degree and Certificate Completion

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-36%, 2015	Reduce gap by 2%	2020
American Indian	-32%, 2015	Reduce gap by 2%	2020
Latino	-24%, 2015	Reduce gap by 2%	2020
Pacific Islander	-28%, 2015	Reduce gap by 2%	2020
DSPS	-16%, 2015	Reduce gap by 2%	2020

(Gap refers to the groups not meeting the 80% mark)

African American, American Indian, Latino, Pacific Islander, and DSPS are the groups with disproportionate impact in the DEGREE and CERTIFICATE COMPLETION indicator utilizing the

80% methodology. The goal for these groups is to achieve a reduction of the gap by 2% by 2020.

**Action Plan**

D.1: Offer courses driven by student need

D.2: Supplement existing categorical program needs that are currently unmet

**Budget allocated: \$157,757**

**Transfer**

Target Population(s)	Current gap, year	Goal	Goal Year
African American	-17%, 2015	Reduce gap by 2%	2020
American Indian	-19%, 2015	Reduce gap by 2%	2020
Filipino	-5%, 2015	Reduce gap by 2%	2020
Latino	-25%, 2015	Reduce gap by 2%	2020
Pacific Islander	-4%, 2015	Reduce gap by 2%	2020
DSPS students	-17%, 2015	Reduce gap by 2%	2020

(Gap refers to the groups not meeting the 80% mark)

African American, American Indian, Filipino, Latino, Pacific Islander, and DSPS are the groups with disproportionate impact in the TRANSFER indicator utilizing the 80% methodology. The goal for these groups is to achieve a reduction of the gap by 2% by 2020.

**Action Plan**

E.1. Further refine research by including completion of IGETC and CSUGE as a factor

E.2. Based on further research data, conduct focus groups and surveys to determine where loss and momentum points are taking place.

**Budget allocated: \$1000**

E.3. Based on focus group and survey data, develop intentional, unavoidable interventions that will help to reduce the gap.

**Budget allocated: \$9,000**

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS**

F.1: Professional Development for faculty to establish cultural competency across the curriculum

**Budget Allocation: \$40,000**

F.2: Research possibility of multicultural center on campus for students to have a gathering place

**F.3: Strategic course offerings based on student need**

**F.4: San Diego County Region X Student Equity Week**

**Budget Allocation: \$3000**

**F.5: Request for Proposals**

**Budget Allocation: \$288,000**

**F.6: Hire Equity Program Coordinator**

**Budget Allocation: \$325,942**

**F.7: Hire Peer mentors**

**Budget Allocated: \$100,000**

#### **Equity and Funding**

**RFP Process RFP application as an attachment**

Through the college wide dialogue, the campus came up with Action Plans as it relates to the entire college addressing disproportionate impact. The RFP will allow individual areas to work either in groups or within divisions, to apply for funding to conduct specific activities as it relates to the college-wide action plan that was determined during the dialogue. Funding was set aside to allow for the creativity from each area to address the disproportionately impacted groups.

#### **Contact Information:**

**Howard J. Irvin Jr., Ph.D.**

**Dean of Student Development and Matriculation**

**San Diego Miramar College**

**619-388-7268**

**hirvin@sdccd.edu**

## Planning Committee and Collaboration

Name	Title	Stakeholder Group
Ellie Atkinson	Student Services Assistant	Assessment
George Beitey	Dean, Health Sciences/Public Services	Administrator
Kandice Brandt	DSPS Counselor	DSPS
Michelle Campuzano	Student Services Assistant	Career Services
Kevin Gallagher	Counselor	Student Services
Sheryl Gobble	English faculty	Instructional, BSI
Laura Gonzalez	Anthropology faculty	Instructional
Naomi Grisham	Counselor	Transfer Center
Mary Hart	Librarian	Library
Francesca Heasty	Student Services Assistant	Counseling
Patricia Hsieh	President, Miramar College	Administrator
Howard Irvin	Dean, Student Development and Matriculation	Administrator
Olivia Light	President, Associated Student Council	Student
Rachel Martinez	Senior Secretary, Student Development and Matriculation	Student Services
Meredith McGill	Senior Student Services Assistant	Assessment
Martin Moss	Counselor	Student Services
Erica Murrieta	Counselor	Student Services
Alice Nelson	Supervisor	Counseling
Sonny Nguyen	Outreach and Assessment Coordinator	Outreach and Assessment
Patricia Parker	Counselor	Student Services
Phyllis Phyllis	Student Services Assistant	Counseling
Gerald Ramsey	VP, Student Services	Administrator
Val Sacro	Senior Secretary, Learning Resources/Instructional Support	Institutional Effectiveness
Sam Shoostary	Senior Student Services Assistant	EOPS, Classified Senate
Joan Thompson	Counselor, EOPS Director	EOPS
Rick Cassar	Counselor	Student Services
Briele Warren	Senior Secretary	Administration
Kirk Webley	Counselor	FYE, Student Services
Xi Zhang	Research and Planning Analyst	Research
Marc Hollman	Counselor	Student Services
Elham Ahmadi	Student Hourly	EOPS
Sherika Milles	Student Services Hourly	Administration
Marie McMahon	President, Academic Senate	Academic Senate
Tali McLemore	Student Services Assistant	Transfer Center
Carmen Jay	English faculty, Honors coordinator	Instructional, Honors

District: San Diego Community College District College: San Diego Miramar College

**Student Equity Plan Committee Membership List**

<b>Member Name</b>	<b>Title</b>	<b>Organization(s), Program(s) or Role(s) Represented</b>
Howard J. Irvin, Jr.	Dean, Student Development and Matriculation	Student Services Division
Gerald Ramsey	Vice President of Student Services	Administrator/Student Services Division
Adela Jacobson	Dean of Student Affairs	Administrator/Student Affairs
Naomi Grisham	Transfer Center Director/Counselor	Research and Strategic Planning Committee
Rick Cassar	Counselor/Counseling Chair	Faculty Senate Representative
Kirk Webley	Counselor	First Year Experience and Summer Bridge
Carmen Jay	English Instructional Faculty/English Chair	Faculty Senate Representative
Marie McMahon	Faculty Senate President	Faculty Senate Representative
Ryan Moore	CTE Instructional Faculty	Faculty Senate Representative
Molly Fassler	Psychology Instructional Faculty	Faculty Senate Representative
Sam Shoostary	EOPS Technician	Classified Senate Representative
Lisa Clarke	Counselor	Curriculum Committee Representative
Joan Thompson	EOPS Director	BSI Representative
Jessica Tean	Student Hourly Employee	Student
Jeff Higginbotham	DSPS	Categorically funded program
Donnie Tran	Math Lab Tech	Math
Lonnie Pham	Financial Aid Officer	Supervisory and Professional
Terrie Hubbard	Classified Senate President	Classified



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# Access

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## CAMPUS-BASED RESEARCH: ACCESS

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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

This section of the report examines student access into Miramar College. Students who live inside (approx.25%) and outside (approx.75%) of the college's service area are both taken into account in this section. All students attending Miramar College who live anywhere in the District services area are compared to the overall adult community population living in the same District service area. Both the student population and the adult population were further disaggregated by gender, ethnicity, DSPS student status, veteran status, and economic disadvantage to identify potential inequities. This year's findings are also compared to last year's to confirm existing trends and identify new trends. Comparison data were derived from the 2008 to 2012 American Community Survey (ACS) for disaggregation by DSPS student status, veteran status, and economic disadvantage.

### Indicator Definitions, Data, and Analysis

#### *Indicator Definitions*

Potential inequities in student access are examined by comparing the percentage difference between Miramar College students in Fall 2014 and the District service area adult population by gender, ethnicity, DSPS student status, veteran status, and economic disadvantage. The Fall 2014 cohort is also compared to the Fall 2013 cohort to confirm existing trends and identify new equity gaps.

With regard to student various statuses, DSPS student status is defined as any student who received DSPS services, enrolled in a DSPS course. Comparison data were derived from the 2008 to 2012 American Community Survey (ACS) five-year estimates using the "disability status of the civilian noninstitutionalized population" indicator. ACS data were available for persons between the ages of 18 and 64 years; therefore, the DSPS student data include the same parameters. Veteran status was determined by a self-reported question on the student registration form and excludes those who are currently active duty. Comparison data utilized an indicator from the 2008 to 2012 American Community Survey (ACS) five-year estimates that identified the number and percent of adults age 18 and over who were veterans. As such, the Miramar College veteran student data is also age 18 and over. In addition, Miramar College students were determined to be economically disadvantaged if they self-identified as a recipient of BOG Waiver, CalWORKs, TANF, AFDC, SSI, general assistance, or who were eligible under

the guidelines provided in the “California State Plan for Vocational and Technical Education”.

### *Data and Analysis*

Gender. Miramar College served more male students than female students in Fall 2014. (56% and 44%, respectively). A comparison between Fall 2014 male and female Miramar College students and the adult population in the Districtwide service area showed a slight disparity in representation. Male students had a higher representation at Miramar College by six percentage points, while females had a lower representation by the same amount (see Table A.1).

Factors that contribute to a higher representation of males attending Miramar College are likely a combination of controllable internal factors and uncontrollable external factors. Several of the programs offered at Miramar College, such as the Police Academy, are predominantly male. Miramar College would need to offer more programs that have a higher representation of female students, such as nursing, but this is not currently a focus area.

Ethnicity. On average, White and Latino students comprised the largest groups of students at Miramar College in Fall 2014 (32% and 25%, respectively). In Fall 2014, White students, Latino students, and African American student attending Miramar College showed lower representations than their comparison community populations in the Districtwide service area. Most of the other groups including Asian/Pacific Islander students, Filipino students, and students categorized as ‘More than one Race’ showed a higher representation at Miramar College than the Districtwide service area community (see Table A.2).

Overall, the ethnic breakdown at Miramar College displays a reasonable representation of each sub-group, except for White students, who were 11 points under the community population. It is possible that White students are attending four-year colleges or pursuing other options for college at higher rates than other groups of students.

DSPS. In Fall 2014, 4% of the Miramar student population was considered DSPS. When comparing to the overall Districtwide service area, the Miramar College DSPS student rate was two percentage points under the disability rate of the greater District service area (4% at Miramar, compared to 6% in the Districtwide service area community). Therefore, Miramar College’s representation of DSPS students is slightly less representative of the greater Districtwide service area community (see Table A.3).

Factors that contribute to the relative parity between the Miramar DSPS student population and the adult population with a disability in the Districtwide service area community could include the campus being physically accessible. However, there could

be a higher representation of DSPS students if there were more resources to provide assessment and services to students with specific needs.

Veteran Status. In Fall 2014, 11% of Miramar College service area students were classified as veterans, which was one percentage point higher than the veteran population in the greater Districtwide service area community (10%). Miramar College showed a slightly higher representation of veterans (see Table A.4).

Economically Disadvantaged. In Fall 2013, 54% of students were considered to be economically disadvantaged at Miramar College. This is nearly four times higher than the community adult population, where 15% of the people living in the Districtwide service area were at or below the poverty line in the past 12 months. A higher representation of economically disadvantaged students at Miramar College, as compared to the overall Districtwide service area community, indicates that though students may have financial barriers, they are still able to access programs at the college (see Table A.5).

In order to accurately capture the full range of income categories, a more complete picture of student income needs to be captured. The family income question on the student application and other demographics that calculate low income status may need to be modified. Adjustments also need to be made to how these demographics are recorded in the SDCCD Information System.

There are several factors for why the economically disadvantaged student population is larger among Miramar students than the surrounding adult population. One impact factor is that SDCCD defines economically disadvantaged with higher thresholds than the federal poverty line. Despite the difference in thresholds, it is common that community colleges serve a population of students who cannot afford more expensive options for higher education. Another factor is that many of the students at Miramar College are between the ages of 18 and 24 and may not be financially independent or experiencing economic instability. The unemployment rate is an external factor that may be pushing students to return to school in order to obtain more skills and training that will help them find employment in a challenging marketplace.

Comparing Fall 2013 and Fall 2014. When comparing Fall 2013 and Fall 2014 regarding the student characteristics, consistent trends were discovered. African American students and non-veteran students were under-represented in Fall 2014 but were not in Fall 2013 (see Table A.6). Similarly, Veteran students were over-represented in Fall 2014 but demonstrated a reversed trend in Fall 2013 (see Table A.7).

Table A.1. Miramar College Headcount Comparison by Gender

Gender	Fall 2014 Students (n=12,009)	Districtwide Service Area (n=158,981)	Difference
Female	44%	50%	-6%
Male	56%	50%	6%
Total	100%	100%	0%

Sources: SANDAG 2013 Estimates; SDCCD Information System

Table A.2. Miramar College Headcount Comparison by Ethnicity

Ethnicity	Fall 2014 Students (n=12,009)	Districtwide Service Area (n=156,981)	Difference
African American	5%	6%	-1%
American Indian	0%	0%	0%
Asian/Pacific Islander	19%	10%	9%
Filipino	10%	6%	4%
Latino	25%	30%	-5%
White	32%	43%	-11%
Other Race	3%	2%	1%
More than one Race	6%	3%	3%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>

Sources: SANDAG 2013 Estimates; SDCCD Information System

Note. Categories are reported to match 2013 American Community Survey estimates.

Table A.3. Miramar College Headcount Comparison by DSPS Status

DSPS	Fall 2014 Students (n=12,009)	Districtwide Service Area (n=114,615)	Difference
DSPS	4%	6%	-2%
Not DSPS	96%	94%	2%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>

Sources: 2008-2012 American Community Survey; SDCCD Information System

Note. Students ages 18 to 64 who enrolled in a credit DSPS course or received DSPS services at SDCCD in Fall 2014 classified as DSPS.

Table A.4. Miramar College Headcount Comparison by Veteran Status

Veteran	Fall 2014 Students (n=12,009)	Districtwide Service Area (n=137,802)	Difference
Veteran	11%	10%	1%
Not Veteran	89%	90%	-1%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>

Sources: 2008-2012 American Community Survey; SDCCD Information System

Note. Students age 18 and over who identified themselves as veterans are classified as Veteran. Students who identified as active duty or not veteran are excluded.

Table A.5. Miramar College Headcount Comparison by Economically Disadvantaged Status

Economic Disadvantage	Fall 2013 Students (n=12,009)	Districtwide Service Area (n=127,457)	Difference
Economically Disadvantaged	54%	15%	39%
Not Economically Disadvantaged	46%	85%	-39%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>

Sources: 2008-2012 American Community Survey; SDCCD Information System

Note 1. Students ages 18 and over who self-identified as a recipient of CaWORKs/TANF/AFDC, SSI, general assistance, or who were eligible under the guidelines provided in the "California State Plan for Vocational & Technical Education" (VTEA indicator), or those who received a BOG waiver, are considered Economically Disadvantaged. Also note that Fall 2013 data is the most recent year for which a full year of data is available.

Note 2. Economically Disadvantaged is defined in the community as people age 18 and over at or below the federal poverty line.

Table A.6. Comparing Fall 2014 and Fall 2013 by Student Characteristics for Under-Represented Groups

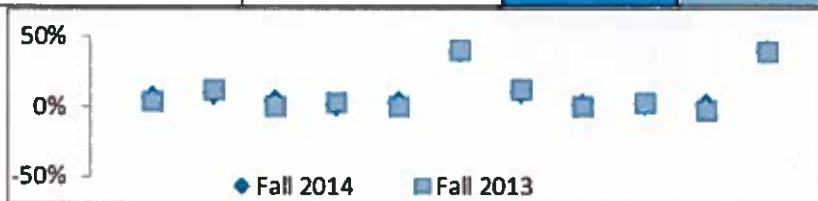
Student Characteristics	Under-represented Groups	Fall 2014 (n=12,009)	Fall 2013 (n=12,082)
Gender	Female	-6%	-4%
Ethnicity	African American*	-1%	0%
	Latino	-5%	-1%
	White	-11%	-16%
DSPS Status	DSPS	-2%	-3%
Veteran Status	Not Veteran*	-1%	3%
Economically Disadvantaged Status	Not Economically Disadvantaged	-39%	-39%



\* indicates opposite trends

Table A.7. Comparing Fall 2014 and Fall 2013 by Student Characteristics for Over-Represented Groups

Student Characteristics	Over-represented Groups	Fall 2014 (n=12,009)	Fall 2013 (n=12,082)
Gender	Male	6%	4%
Ethnicity	Asian/Pacific Islander	9%	12%
	Filipino	4%	n/a
	Other Race	1%	3%
	More than one Race	3%	n/a
DSPS Status	Not DSPS	2%	3%
Veteran Status	Veteran*	1%	-3%
Economically Disadvantaged Status	Economically Disadvantaged	39%	39%



\*indicates opposite trends

### Conclusions: Disproportionately Impacted Student Groups

In summary, the following student sub-populations were under-represented at Miramar College compared to the adult population in the SDCCD service area (see Table A.6) as opposed to the groups presented in Table A.7:

- ❖ Female
- ❖ African American
- ❖ Latino
- ❖ White
- ❖ DSPS
- ❖ Non-Veteran
- ❖ Non-Economically



**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

**GOAL A.**

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-1%, 2015	No Gap	2020
Latino	-5%, 2015	No Gap	2025
White	-11%, 2015	No Gap	2025
DSPS	-2%, 2015	No Gap	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: A. ACCESS**

**A.1 Review programs offered at the college and sister colleges and offer more courses at Miramar College**

- *Activity Type(s)*

x	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.1	African American	189
	Latino	478
	White	1259
	DSPS	118
	Not economically disadvantaged	1368

- **Activity Implementation Plan**

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Fall 2016-Spring 2017	\$0	\$0

- **Link to Goal**

Miramar College service area students traditionally gravitate towards the larger sister college to take coursework regardless of proximity of residence to campus. However, out-of-area service area students tend to gravitate towards Miramar College due to proximity of residence to campus, but many end up taking courses at the larger sister college. To reduce the swirling and impact on time for the student, adding courses traditionally taken at the larger sister college would reduce the pull away from the college and provide more access.

- **Evaluation**

- Data that will be collected
  - Courses not offered at the college, but is a popular pathway towards end goal
- A timeline of / frequency of data collection and review: Fall 2016-Spring 2017

**A.2: Orientation and creation of publication materials**

- **Indicators/Goals to be affected by the activity**

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	Instructional Support Activities
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Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	x	Direct Student Support
Research and Evaluation	Professional Development		

● **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.2	African American	189
	Latino	478
	White	1259
	DSPS	118
	Not economically disadvantaged	1368

● **Activity Implementation Plan**

Create and offer collateral materials including translation of material into other languages

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.2	Summer 2016-Spring 2017	\$105,000	

● **Link to Goal**

Offering outreach collateral material in orientation and other venues will provide students with a better understanding of the educational system.

● **Evaluation**

- Data that will be collected
  - Number of collateral material collected
  - Changes made in orientation to address student population

● **A timeline of / frequency of data collection and review: Review will take place each semester**

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## Success Indicator: Course Completion

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### CAMPUS-BASED RESEARCH: COURSE COMPLETION

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**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.

#### Overview

This section of the report examines trends in successful course completion among Miramar College students. Annual student successful course completion rates are reported for five years between 2010/11 and 2014/15. The 5-year average success rate is further disaggregated by gender, ethnicity, DSPTS student status, veteran status, foster youth status, economic disadvantage, and probation/disqualification status. The “80/20” methodologies are applied to the five year average success rates to identify potential student sub-groups being disproportionately impacted. The 80% indices obtained for this year’s plan are compared to last year’s to confirm existing trends and identify new trends.

The “80/20” methodologies compare the outcome rate of each disaggregated group to the outcome rate of a reference group. The group with the highest outcome rate is designated as the reference group, and all other groups are compared against it. (One exception to this rule is if the group’s cohort size is very small. In this case, the next highest outcome rate is designated as the reference group.) The threshold for the outcome rate for any given group is 80%; and any group whose outcome rate is less than 80% of that of the reference group is considered to be disproportionately impacted.

#### Indicator Definitions, Data, and Analysis

##### *Indicator Definitions*

The successful course completion in this section is defined as the success rate which is the percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments. Tutoring, non-credit, and cancelled classes are excluded. Five-year worth of annual success rates are calculated and then averaged to represent the overall success rate for San Diego Miramar College. The 80% indices are calculated based on the 5-year average of the success rates.

With regard to different student statuses, DSPTS student status is defined as any student who received DSPTS services, or enrolled in a DSPTS course. Students who are former or active duty military are classified as ‘veteran’ students. As far as the foster youth students, at the SDCCD credit colleges, data are collected that identify former or current foster youth who are interested in financial aid and/or other benefits and services available to foster youth. Therefore, any foster youth not interested in these benefits may not self-identify and would not be included in the foster youth student counts. In addition, Miramar College students were determined to be economically disadvantaged if they

self-identified as a recipient of BOG Waiver, CalWORKs, TANF, AFDC, SSI, general assistance, or who were eligible under the guidelines provided in the “California State Plan for Vocational and Technical Education”. At last, Probation/Disqualification status is determined by student academic standing. Students are determined as academic/progress disqualification are those who 1) with a GPA that falls below a 2.0 after completion of 12 units at the SDCCD and/or 2) attempt a total of 12 or more units when the percentage of cumulative units for which entries of W, I, and NC are recorded reaches or exceeds 40%. Students are determined to be on academic/progress probation when who’s non-cumulative GPA falls below 2.0 in subsequent semester and/or who’s W, I, and NC records in the subsequent semester reaches or exceeds 40%. According to the Chancellors Office Data Element Dictionary, “if a student falls into more than one of the above categories use the highest value”.

### ***Data and Analysis***

Overall. The successful course completion in this section is calculated for academic years from 2010/11 to 2014/15. On average, San Diego Miramar College has a success rate of 74% (see Table B.1). Table B.1. also demonstrates an increasing trend for the overall success rate over the past five years.

Gender. In particular, female students and male students have comparable success rates (73% and 74%, respectively). Table B.2. also shows that both female students and males students have been gaining higher success rates between 2010/11 and 2014/15.

Ethnicity. As far as ethnicity, the ‘Unreported’ group, i.e., students who didn’t report ethnicity, had the highest success rate (78%), followed by White students and Asian students (77% each). African American students had the lowest success rate (60%). Using the ‘Unreported’ group as the reference group, all the ethnic groups yielded an 85% index more than 80% except for the African American students (see Table B.3). The African American students were disproportionately impacted over the years between 2010/11 and 2014/15.

DSPS. On average, non-DSPS students showed higher success rates compared to DSPS students (74% and 69%, respectively). Applying the “80/20” methodologies using the non-DSPS group as the reference group, the DSPS group had an 80% index of 93%, indicating no disproportionality (see Table B.4.).

Veteran Status. With a higher successful course completion rate (77%), the veteran student population was designated as the reference group when compared to the non-veteran population that had a 70% successful course completion rate. No disproportionate impact was indicated based on the 80% index for each student population (see Table B.5). The higher success rates that the veteran population had maintained between 2010/11 and 2014/15 indicates that veteran students may be positively impacted by support services directed at the military and veteran population (VA work study, scholarships and tuition assistance, campus Veterans Service Centers or Veterans Affairs department, military spouse program, etc.).

**Foster Youth.** On average, approximately 71% of foster youth students successfully completed a course, compared to 74% of those who did not self-identify as foster youth. Since the foster youth completion rate was 96% of the reference group, disproportionality was not indicated (see Table B.6).

**Economically Disadvantaged.** On average, the non-economically disadvantaged student population had a remarkable higher success rate (78%) compared to the economically disadvantaged students that had a 69% success rate. The non- economically disadvantaged student population was determined to be the reference group. The 80% index for the economically disadvantaged student population suggested that its success rate was 88% of the reference group indicating no disproportionality (see Table B.7).

**Probation/Disqualification.** Both student populations that are on academic/progress disqualification or academic/progress probation had much lower success rates (22% and 35%, respectively) compared to those who are not on probation/disqualification (see Table B.8). With the highest success rate (81%), the non-probation/disqualification student population was determined to be the reference group, which yielded a very low 80% index for the disqualification (27%) and the probation student population (43%), respectively. The disqualification student population and the probation student population both were disproportionately impacted between 2010/11 and 2014/15.

**Comparing 2010/11-2014/15 and 2009/10-2013/14.** The comparison displayed in Table B.9 shows that African American students were disproportionately impacted and the trend is being consistent over the years.

Table B.1. Successful Course Completion Rates by Academic Year

Academic Year	Enrollments	Success Rate
2010/11	52,826	71%
2011/12	54,420	73%
2012/13	50,415	74%
2013/14	50,955	75%
2014/15	53,367	75%
<b>Total/Average</b>	<b>261,983</b>	<b>74%</b>

Source: SDCCD Information System

Table B.2. Successful Course Completion Rates by Gender

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	80% Index
Female	70%	72%	74%	74%	74%	73%	99%
Male	72%	74%	74%	75%	76%	74%	99%
Unreported	85%	85%	57%	57%	—	75%	100%
<b>Average</b>	<b>71%</b>	<b>73%</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>	<b>74%</b>	<b>n/a</b>

Source: SDCCD Information System

Table B.3. Successful Course Completion Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	80% Index
African American	55%	57%	63%	62%	64%	60%	77%
American Indian	72%	71%	70%	75%	64%	71%	91%
Asian	74%	76%	78%	78%	79%	77%	99%
Filipino	69%	72%	74%	75%	75%	73%	94%
Latino	67%	67%	70%	71%	70%	69%	88%
Pacific Islander	65%	69%	69%	75%	73%	70%	90%
White	75%	78%	77%	78%	79%	77%	99%
Other race	71%	75%	75%	76%	79%	74%	95%
More than one race	66%	65%	69%	70%	71%	69%	88%
Unreported	76%	77%	78%	79%	79%	78%	100%
<b>Average</b>	<b>71%</b>	<b>73%</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>	<b>74%</b>	<b>n/a</b>

Source: SDCCD Information System

Table B.4. Successful Course Completion Rates by DSPS Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	80% Index
DSPS	67%	67%	69%	70%	73%	69%	93%
Not DSPS	71%	73%	74%	75%	75%	74%	100%
<b>Average</b>	<b>71%</b>	<b>73%</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>	<b>74%</b>	<b>n/a</b>

Source: SDCCD Information System

Table B.5. Successful Course Completion Rates by Veteran/Active Duty Military Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	80% Index
Veteran/Active Duty Military	75%	76%	78%	76%	77%	77%	100%
Not Veteran/Active Duty Military	66%	67%	69%	73%	74%	70%	91%
<b>Average</b>	<b>73%</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>	<b>76%</b>	<b>75%</b>	<b>n/a</b>

Source: SDCCD Information System



Table B.6. Successful Course Completion Rates by Foster Youth Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	80% Index
Foster Youth	63%	68%	71%	76%	75%	71%	96%
Not Foster Youth	71%	73%	74%	75%	75%	74%	100%
<b>Average</b>	<b>71%</b>	<b>73%</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>	<b>74%</b>	n/a

Source: SDCCD Information System

Table B.7. Successful Course Completion Rates by Economically Disadvantaged Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	80% Index
Economically Disadvantaged	68%	67%	68%	71%	71%	69%	88%
Not Economically Disadvantaged	77%	76%	79%	79%	81%	78%	100%
<b>Average</b>	<b>73%</b>	<b>72%</b>	<b>74%</b>	<b>75%</b>	<b>76%</b>	<b>74%</b>	n/a

Source: SDCCD Information System

Table B.8. Successful Course Completion Rates by Probation/Disqualification Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	80% Index
Academic/Progress Disqualification	26%	23%	24%	18%	19%	22%	27%
Academic/Progress Probation	38%	36%	33%	34%	32%	35%	43%
Not Probation/Disqualification	80%	81%	82%	82%	83%	81%	100%
<b>Average</b>	<b>73%</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>	<b>76%</b>	<b>75%</b>	n/a

Source: SDCCD Information System

Table B.9. Successful Course Completion Rates for African American Students

Disproportionately Impacted Student Group	Comparison	5-year Average Success Rate	80% Index	Reference Group	Reference Group Success Rate
African American	2010/11-2014/15	60%	77%	Unreported	78%
	2009/10-2013/14	59%	77%	White	77%

Source: SDCCD Information System

## **Conclusions: Disproportionately Impacted Student Groups**

In summary, disproportionality was indicated for the following student populations with regard to their successful course completion rates:

- ❖ African American
- ❖ Students who are on academic/progress disqualification
- ❖ Students who are on academic/progress probation

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION**

**GOAL B.**

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African Americans	-3%, 2014	Reduction of gap by 2%	2020
Academic/Progress Disqualification	-77%, 2014	Reduction of gap by 2%	2020
Academic/Progress Probation	-61%, 2014	Reduction of gap by 2%	2020

\*Expressed as either a percentage or number. \*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: B. COURSE COMPLETION**

**B.1: Professional Development for faculty to establish cultural competency across the curriculum**

- **Activity Type(s)**

	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
B.1	African Americans	1602

- **Activity Implementation Plan**

Conduct professional development for faculty to show how to make courses more culturally relevant to student population

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	February 2016 – June 2016	\$40,000	GF \$1000



- **Link to Goal**  
Research shows relevancy as being an important factor in students' understanding of a concept (Smilkstein, 2011). By providing professional development to faculty, incorporating relevant information should increase the completion rate of students who are currently disproportionately impacted.
- **Evaluation**
  - Data that will be collected:
    - # of professional development workshops related to establishing cultural competency across the curriculum
    - # of classes that incorporate learned techniques
  - Data to be collected at the end of the semester through surveys to faculty

**B.2: Establish a culture to ensure that all textbooks are available on reserve at the library**

● **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected\*:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
B.2	African Americans	1602

● **Activity Implementation Plan**

The correlation between student success and library services has been well documented through various research. Additionally, students at Miramar College have expressed a lack of funding to obtain required textbooks. Through this plan, textbooks will be made readily available to students who are lacking this resource.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
B.2	By 2016-17, 50% of all classes will	\$0	\$0

	have at least one textbook on reserve in the library	
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- **Link to Goal**  
Providing textbooks will increase the frequency of library visits as well as to the required resources to complete a class successfully, leading to an increase in completion rates.
- **Evaluation**
  - Data that will be collected:
    - # of classes with at least one textbook on reserve in the library
    - # of checkouts of these textbooks on reserve
    - # of times students did not have access to textbooks on reserve
  - A timeline of / frequency of data collection and review:
    - By 2016-2017 academic year, 50% of all classes will have at least one textbook on reserve in the library

**B.3: Workshops related to student success**

- **Activity Type(s)**

	Outreach	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
B.3	Academic Progress Probation/Disqualification	2226

- **Activity Implementation Plan**  
Conduct workshops to educate students about their preferred style of learning in relation to the classes they are enrolled in.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	February 2016 – June 2017	\$385,000	GF \$1000

- **Link to Goal**

Understanding one's own learning style leads to adaptability in the classroom, increase in communication skills, and "can help maximize time you spend studying by incorporating different techniques to custom fit various subjects, concepts, and learning objectives. Each preferred learning style has methods that fit the different ways an individual may learn best". (Purdue University)

- **Evaluation**

- Data that will be collected:
  - # of students attending monthly workshops
  - Survey of students attending monthly workshops to determine effectiveness and impact on courses
- Data to be summarized at the end of the June 2017

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## Success Indicator: ESL and Basic Skills Completion

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### CAMPUS-BASED RESEARCH: ESL and Basic Skills Completion

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- 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.

#### Overview

This section of the report examines Miramar College students' ESOL and Basic Skills completion and their successful course completion of the degree-applicable course in the sequence. A cohort tracking technique is used to scrutinize if the sequence/pathway has been an effective retention strategy for basic skills students. Three subjects are included in the study for this section: English, ESOL, and Math. A gatekeeper course/series, which is the highest level of basic skills course/series, is studied for each subject. Three indicators of effectiveness of the sequence/pathway are measured for each gatekeeper course: the students' successful course completion in the gatekeeper course and their subsequent enrollment and successful course completion in the college-level course in the same sequence.

For English, the 048/049 series is examined for students' successful course completion in the series and their subsequent enrollment and successful course completion of English 101/105. Five most recent fall cohorts (Fall 2007 – Fall 2011) are reviewed and tracked for six terms. The same design is applied to ESOL and Math, respectively. Five most recent cohorts (Fall 2006 – Fall 2010) that enrolled and successfully completed ESOL 040 are tracked for nine terms to understand how many students made through to English 101/105, the college-level course in the sequence. Similarly, five most recent cohorts (Fall 2007 – Fall 2011) in Math 046 are tracked for six terms for their subsequent enrollment and success in Math 096. For each subject, data are further disaggregated by gender, ethnicity, DSPS status, economically disadvantaged status, foster youth status, and veteran status to identify the equity gaps.

The "80/20" methodologies are applied to the subsequent successful course completion rate for each subject to identify potential student sub-groups being disproportionately impacted. The 80% indices obtained for this year's plan are also compared to the data reported in the 2014 Student Equity Plan to confirm existing trends and identify new trends. Note that for Math, the college-average is used as the reference group for calculating the 80% indices since the highest performing group has a 100% subsequent success with a very small sample size.

#### Indicator Definitions, Data, and Analysis

## ***Indicator Definitions***

**English 048/049 to English 101/105.** Each cohort contains a number of students that successfully completed (received an A, B, C, or P) the English 048/049 series within two years, with the second or both of the English 048/049 class(es) completed in a fall term. The subsequent enrollment is the number of cohort students that subsequently enrolled in English 101/105 at the same college within six terms after successfully completing the English 048/049 series. The subsequent success is the number of cohort students that subsequently enrolled in English 101/105 at the same college within six terms after successfully completing the English 048/049 series; then successfully completed the course with a grade notation of A, B, C, or P. Student who repeated English 101/105 within the six term parameter are included in the numerator for determining subsequent success.

**ESOL 040 to English 101/105.** Each cohort contains a number of students that successfully completed (received an A, B, C, or P) ESOL 040 in a fall term from 2007 - 2011. The subsequent enrollment is the number of fall term students that successfully completed ESOL 040 with a grade notation of A, B, C, or P, and then enrolled and completed in English 048/049 with a grade notation of A, B, C, or P, and then subsequently enrolled in English 101/105 at the same college within nine terms. The subsequent success is the number of fall term students that successfully completed ESOL 040 with a grade notation of A, B, C, or P, and then enrolled and completed English 048/049 with a grade notation of A, B, C, or P for basic skills level eligibility, and subsequently enrolled in English 101/105 at the same college within nine terms and successfully completed the course with a grade notation of A, B, C, or P. Students who repeated English 101/105 within the nine term parameter are included in the numerator for determining subsequent success.

**Math 046 to Math 096.** Each cohort contains a number of students that successfully completed (received an A, B, C, or P) Math 046 in a fall term from 2008 – 2012. The subsequent enrollment is the number of fall term students that successfully completed Math 046 with a grade notation of A, B, C, or P, and then subsequently enrolled in Math 096 at the same college within six terms. The subsequent success is the number of fall term students that successfully completed Math 046 with a grade notation of A, B, C, or P, and then subsequently enrolled in Math 096 at the same college within six terms and successfully completed the course with a grade notation of A, B, C, or P. Students who repeated Math 096 within the six term parameter are included in the numerator for determining subsequent success.

With regard to different **student status**, DSPS student status is defined as any student who received DSPS services, or enrolled in a DSPS course. Students who are former or active duty military are classified as 'veteran' students. As far as the foster youth students, at the SDCCD credit colleges, data are collected that identify former or current foster youth who are interested in financial aid and/or other benefits and services available to foster youth. Therefore, any foster youth not interested in these benefits may not self-identify and would not be included in the foster youth student counts. In addition,

Miramar College students were determined to be economically disadvantaged if they self-identified as a recipient of BOG Waiver, CalWORKs, TANF, AFDC, SSI, general assistance, or who were eligible under the guidelines provided in the “California State Plan for Vocational and Technical Education”. At last, Probation/Disqualification status is determined by student academic standing. Students are determined as academic/progress disqualification are those who 1) with a GPA that falls below a 2.0 after completion of 12 units at the SDCCD and/or 2) attempt a total of 12 or more units when the percentage of cumulative units for which entries of W, I, and NC are recorded reaches or exceeds 40%. Students are determined to be on academic/progress probation when who’s non-cumulative GPA falls below 2.0 in subsequent semester and/or who’s W, I, and NC records in the subsequent semester reaches or exceeds 40%. According to the Chancellors Office Data Element Dictionary, “if a student falls into more than one of the above categories use the highest value”.

### ***Data and Analysis***

Overall. *For English*, between Fall 2008 and Fall 2012, a total of 485 students enrolled and successfully completed the English 048/049 series and 367 (approx.76%) of them subsequently enrolled in English 101/105. Out of those who subsequently enrolled in the college-level course, 316 (86%) successfully completed the college-level English course (see Table C.1.1). *For ESOL*, a total of 243 students enrolled and successfully completed ESOL 040. Approximately 33% (n=81) of the students subsequently enrolled in a college-level English course. Out of the 81 students who made to English 101/105, 69 successfully completed English 101/105 yielding a subsequent success rate of 85% (see Table C.2.1). *For Math*, there were 1,193 students to begin with in the cohorts between Fall 2008 and Fall 2012. Approximately 70% of the initial cohort subsequently enrolled in Math 096 after successfully completing Math 046. The subsequent success rate in Math 096 was 70% (see Table C.3.1).

Gender. *For English*, on average, female students had a higher subsequent enrollment rate (78%) compared to male students (73%) while moving from the 048/049 series to English 101/105. However, of those who subsequently enrolled in English 101/105, male students were more successful (90%) in completing English 101/105 than the female students (84%). No disproportionality or inequity is indicated here (see Table C.1.2). *For ESOL*, female students had both higher subsequent enrollment rates (39%) and subsequent success rates (88%) when compared to male students. Male students had a 20% subsequent enrollment rate and a 71% subsequent success rate. No disproportionality is indicated by the 80% index (see Table C.2.2). *For Math*, no inequities is indicated as well since both the female and male students had the same subsequent enrollment rates and subsequent success rates (70% each) (see Table C.3.2).

Ethnicity. *For English*, African American students, on average, demonstrated the lowest subsequent enrollment (41%) from English 048/049 to English 101/105 and the lowest subsequent successful course completion rate (71%) in English 101/105. On the country, American Indian students, Pacific Islanders, and those who self-reported as “Other race”

demonstrated the highest subsequent success rates (100% each). When applying the “80/20” methodologies for the subsequent success in English 101/105, African American students had a disproportionate index lower than 80% (71%) indicating that African American students experienced an adverse impact (see Table C.1.3). *For ESOL*, both Latino students and Pacific Islanders demonstrated the highest subsequent successful completion rates (100% each) qualifying them as the reference groups. Students who categorized themselves as “Other race” had the lowest subsequent success rate (75%) with a disproportionate index lower than 80% (75%). Similarly, White students demonstrated 79% subsequent success rate but a disproportionate index lower than 80% (79%). Inequity is indicated for both groups (see Table C.2.3). *For Math*, per the College’s recommendation, the college average subsequent success rate (70%) was used as the reference point. No student sub-populations revealed disproportionality (see Table C.3.3).

DSPS. *For English*, on average non-DSPS students demonstrated a higher subsequent success rate (87%) compared to DSPS students (75%). No disproportionality or inequity is indicated here (see Table C.1.4). *For ESOL*, there were not enough DSPS students to make a comparison (see Table C.2.4). *For Math*, on average non-DSPS students demonstrated a lower subsequent success rate (69%) compared to DSPS students (83%). No disproportionality or inequity is indicated here (see Table C.3.4).

Veteran Status. *For English*, on average, veteran students demonstrated a higher subsequent success rate (100%) compared to non-veteran students (86%). No disproportionality or inequity is indicated here (see Table C.1.5). *For ESOL*, similar trends were observed. On average veteran students demonstrated a higher subsequent success rate (100%) compared to non-veteran students (82%) (see Table C.2.5). *For Math*, on average veteran students demonstrated a much higher subsequent success rate (100%) compared to non-veteran students (68%). No disproportionality or inequity is indicated here (see Table C.3.5).

Foster Youth. *For English*, on average, foster youth students demonstrated a higher subsequent success rate (100%) compared to non-foster youth students (85%). No disproportionality or inequity is indicated here (see Table C.1.6) (see Table C.1.6). *For ESOL*, similarly, on average foster youth students demonstrated a much higher subsequent success rate (100%) compared to non-foster youth students (74%). Non-foster youth students fell below the 80% mark and are adversely impacted (see Table C.2.6). *For Math*, a reversed trend was observed. On average, non-foster youth students demonstrated a higher subsequent success rate (71%) compared to foster youth students (60%). However, no disproportionality or inequity is indicated here (see Table C.3.6).

Though foster care students are not disproportionately impacted, it may be due to a small number of students that self-identified into this population. Given the potential inaccuracy or limited ability to truly capture this population, further investigation may be necessary to ensure that disproportionality does not exist.

**Economically Disadvantaged.** *For English*, on average, economically disadvantaged students demonstrated a higher subsequent success rate (87%) compared to non-economically disadvantaged students (85%). No disproportionality or inequity is indicated here (see Table C.1.7). *For ESOL*, similarly, on average economically disadvantaged students demonstrated a higher subsequent success rate (86%) compared to non-economically disadvantaged students (75%). No disproportionality or inequity is indicated here (see Table C.2.7). *For Math*, reversely though, on average non-economically disadvantaged students demonstrated a higher subsequent success rate (73%) compared to economically disadvantaged students (68%). No disproportionality or inequity is indicated here (see Table C.3.7).

**Probation/Disqualification.** *For English*, those who are on disqualification, had the highest subsequent success rate (100%) compared to those who are probation (80%) and non-probation/disqualification students (86%). None of the groups were disproportionately impacted between 2008-2012 (see Table C.1.8). *For ESOL*, on average non-probation/disqualification students had a higher subsequent success rate (84%) in English 101/105 whereas those who are on probation had a much lower subsequent success rate (67%). No disproportionality or inequity is observed based on the 80% index. There's no sufficient data for those who are on disqualification. Hence they were not included in the comparison (see Table C.2.8). *For Math*, non-probation/disqualification students demonstrated the highest subsequent success rate in completing Math 096 (73%). Those who are on disqualification and/or probation had much lower subsequent success rates (14% and 41%, respectively). Both groups appeared to be adversely impacted between Fall 2008 and Fall 2012 (see Table C.3.8).

**Comparing 2007-2011 and 2008-2012.** *For English*, African American students consistently appeared to be disproportionately impacted between Fall 2007 – Fall 2011 and Fall 2008 – Fall 2012 (see Table C.1.9). *For ESOL*, White students and students who self-reported as “Other race” demonstrated inequities between Fall 2008 – Fall 2012 but not during the years between Fall 2007 – Fall 2011. However, non-foster youth students were found with disproportionality during both time periods (see Table C.2.9). *For Math*, no consistent trends were observed (see Table C.3.9).

### English 048/049 to English 101/105

Table C.1.1. Subsequent Successful Course Completion Rate for English

	ENGL 048/049	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Fall 2008	102	80	78%	67	84%
Fall 2009	106	77	73%	69	90%
Fall 2010	86	68	79%	61	90%
Fall 2011	85	64	75%	58	91%



Fall 2012	106	78	74%	61	78%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>

Table C.1.2. Subsequent Successful Course Completion Rate by Gender

	ENGL 048/049	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Female	275	214	78%	179	84%	93%
Male	210	153	73%	137	90%	100%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>	n/a

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Table C.1.3. Subsequent Successful Course Completion Rate by Ethnicity

	ENGL 048/049	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
African American	17	7	41%	5	71%	71%
American Indian	3	3	100%	3	100%	100%
Asian	125	103	82%	95	92%	92%
Filipino	75	61	81%	54	89%	89%
Latino	82	60	73%	50	83%	83%
Pacific Islander	6	5	83%	5	100%	100%
White	125	89	71%	69	78%	78%
Other race	20	13	65%	13	100%	100%
More than one race	15	13	87%	11	85%	85%
Unreported	17	13	76%	11	85%	85%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>	n/a

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Table C.1.4. Subsequent Successful Course Completion Rate by DSPS Status

	ENGL 048/049	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
DSPS	24	20	83%	15	75%	86%
Not DSPS	461	347	75%	301	87%	100%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>	n/a

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Table C.1.5. Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

	ENGL 048/049	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Veteran/Active Duty Military	22	12	55%	12	100%	100%
Not Veteran/Active Duty Military	463	355	77%	304	86%	86%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>	<b>n/a</b>

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Table C.1.6. Subsequent Successful Course Completion Rate by Foster Youth Status

	ENGL 048/049	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Foster Youth	12	8	67%	8	100%	100%
Not Foster Youth	265	202	76%	172	85%	85%
<b>Total/Average</b>	<b>277</b>	<b>210</b>	<b>76%</b>	<b>180</b>	<b>86%</b>	<b>n/a</b>

Cohorts: Fall 2010, Fall 2011, and Fall 2012

Table C.1.7. Subsequent Successful Course Completion Rate by Economically Disadvantaged Status

	ENGL 048/049	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Economically Disadvantaged	315	240	76%	208	87%	100%
Not Economically Disadvantaged	170	127	75%	108	85%	98%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>	<b>n/a</b>

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012



Table C.1.8. Subsequent Successful Course Completion Rate by Probation/Disqualification Status

	ENGL 048/049	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Academic/Progress Disqualification	13	9	69%	9	100%	100%
Academic/Progress Probation	42	30	71%	24	80%	80%
Not Probation/ Disqualification	430	328	76%	283	86%	86%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>	<b>n/a</b>

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Table C.1.9. Comparing 2007 – 2011 and 2008 – 2012 for English

Student Characteristics	Disproportionately Impacted Student Group	Subsequent Successful Course Completion Rate	80% Index	In the 2014 Equity Report
<b>ENGL 048/049 to ENGL 101/105</b>				
<b>Ethnicity</b>	<b>African American</b>	71%	71%	<b>African American</b>

Source: SDCCD Information System

### ESOL 040 to English 101/105

Table C.2.1. Subsequent Successful Course Completion Rate

	ESOL 040	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Fall 2007	62	19	31%	17	89%
Fall 2008	37	12	32%	12	100%
Fall 2009	49	16	33%	14	88%
Fall 2010	48	15	31%	12	80%
Fall 2011	47	19	40%	14	74%
<b>Total/Average</b>	<b>243</b>	<b>81</b>	<b>33%</b>	<b>69</b>	<b>85%</b>

Table C.2.2. Subsequent Successful Course Completion Rate by Gender

	ESOL 040	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Female	174	67	39%	59	88%	100%
Male	69	14	20%	10	71%	81%
<b>Total/Average</b>	<b>243</b>	<b>81</b>	<b>33%</b>	<b>69</b>	<b>85%</b>	n/a

Cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, and Fall 2011

Table C.2.3. Subsequent Successful Course Completion Rate by Ethnicity

	ESOL 040	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
African American	1	0	0%	0	---	
Asian	140	45	32%	39	87%	87%
Filipino	1	0	0%	0	---	
Latino	18	7	39%	7	100%	100%
Pacific Islander	1	1	100%	1	100%	100%
White	56	19	34%	15	79%	79%
Other race	20	8	40%	6	75%	75%
Unreported	6	1	17%	1	100%	100%
<b>Total/Average</b>	<b>243</b>	<b>81</b>	<b>33%</b>	<b>69</b>	<b>85%</b>	n/a

Cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, and Fall 2011

Table C.2.4. Subsequent Successful Course Completion Rate by DSPS Status

	ESOL 040	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
DSPS	2	1	50%	0	0%	0%
Not DSPS	93	33	35%	26	79%	100%
<b>Total/Average</b>	<b>95</b>	<b>34</b>	<b>36%</b>	<b>26</b>	<b>76%</b>	n/a

Cohorts: Fall 2010 and Fall 2011

Table C.2.5. Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status



	ESOL 040	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Veteran/Active Duty Military	5	2	40%	2	100%	100%
Not Veteran/Active Duty Military	127	44	35%	36	82%	82%
<b>Total/Average</b>	<b>132</b>	<b>46</b>	<b>35%</b>	<b>38</b>	<b>83%</b>	n/a

Cohorts: Fall 2008, Fall 2010, and Fall 2011

Table C.2.6. Subsequent Successful Course Completion Rate by Foster Youth Status

	ESOL 040	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Foster Youth	7	3	43%	3	100%	100%
Not Foster Youth	88	31	35%	23	74%	74%
<b>Total/Average</b>	<b>95</b>	<b>34</b>	<b>36%</b>	<b>26</b>	<b>76%</b>	n/a

Cohorts: Fall 2010 and Fall 2011

Table C.2.7. Subsequent Successful Course Completion Rate by Economically Disadvantaged Status

	ESOL 040	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Economically Disadvantaged	135	50	37%	43	86%	100%
Not Economically Disadvantaged	46	12	26%	9	75%	87%
<b>Total/Average</b>	<b>181</b>	<b>62</b>	<b>34%</b>	<b>52</b>	<b>84%</b>	n/a

Cohorts: Fall 2008, Fall 2009, Fall 2010, and Fall 2011

Table C.2.8. Subsequent Successful Course Completion Rate by Probation/Disqualification Status

	ESOL 040	ENGL 101/105				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Academic/Progress Disqualification	1	0	0%	0	---	
Academic/Progress Probation	8	3	38%	2	67%	80%
Not Probation/ Disqualification	149	51	34%	43	84%	100%
<b>Total/Average</b>	<b>158</b>	<b>54</b>	<b>34%</b>	<b>45</b>	<b>83%</b>	n/a

Cohorts: Fall 2007, Fall 2009, and Fall 2011

Table C.2.9. Comparing 2007 – 2011 and 2008 – 2012 for English

Student Characteristics	Disproportionately Impacted Student Group	Subsequent Successful Course Completion Rate	80% Index	In the 2014 Equity Report
<b>ESOL 040 to ENGL 101/105</b>				
<b>Ethnicity</b>	White	79%	79%	No
	Other race	75%	75%	No
<b>Foster Youth Status</b>	Not Foster Youth	74%	74%	Not Foster Youth

Source: SDCCD Information System

### Math 046 to Math 096

Table C.3.1. Subsequent Successful Course Completion Rate

	MATH 046	MATH 096			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Fall 2008	268	167	62%	118	71%
Fall 2009	219	150	68%	99	66%
Fall 2010	211	152	72%	98	64%
Fall 2011	229	165	72%	125	76%
Fall 2012	266	201	76%	144	72%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>

Table C.3.2. Subsequent Successful Course Completion Rate by Gender

	MATH 046	MATH 096				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Female	559	391	70%	274	70%	100%
Male	632	443	70%	309	70%	100%
Unreported	2	1	50%	1	100%	100%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>	<b>n/a</b>

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Table C.3.3. Subsequent Successful Course Completion Rate by Ethnicity



	MATH 046	MATH 096				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
African American	60	38	63%	28	74%	105%
American Indian	7	4	57%	4	100%	143%
Asian	108	81	75%	58	72%	102%
Filipino	130	108	83%	69	64%	91%
Latino	243	165	68%	118	72%	102%
Pacific Islander	17	11	65%	10	91%	130%
White	494	341	69%	239	70%	100%
Other race	28	18	64%	12	67%	95%
More than one race	48	34	71%	25	74%	105%
Unreported	58	35	60%	21	60%	86%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>	<b>100%</b>

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Table C.3.4. Subsequent Successful Course Completion Rate by DSPS Status

	MATH 046	MATH 096				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
DSPS	43	35	81%	29	83%	100%
Not DSPS	1,150	800	70%	555	69%	84%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>	<b>n/a</b>

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Table C.3.5. Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

	MATH 046	MATH 096				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Veteran/Active Duty Military	194	135	70%	105	78%	100%
Not Veteran/Active Duty Military	999	700	70%	479	68%	88%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>	<b>n/a</b>

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Table C.3.6. Subsequent Successful Course Completion Rate by Foster Youth Status

	MATH 046	MATH 096				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Foster Youth	14	10	71%	6	60%	85%
Not Foster Youth	692	508	73%	361	71%	100%
<b>Total/Average</b>	<b>706</b>	<b>518</b>	<b>73%</b>	<b>367</b>	<b>71%</b>	<b>n/a</b>

Cohorts: Fall 2010, Fall 2011, and Fall 2012

Table C.3.7. Subsequent Successful Course Completion Rate by Economically Disadvantaged Status

	MATH 046	MATH 096				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Economically Disadvantaged	668	496	74%	338	68%	93%
Not Economically Disadvantaged	525	339	65%	246	73%	100%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>	<b>n/a</b>

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Table C.3.8. Subsequent Successful Course Completion Rate by Probation/Disqualification Status

	MATH 046	MATH 096				80% Index
		Subsequent Enrollment		Subsequent Success		
	Cohort	Count	Rate	Count	Rate	
Academic/Progress Disqualification	14	7	50%	1	14%	20%
Academic/Progress Probation	105	69	66%	28	41%	56%
Not Probation/ Disqualification	1,074	759	71%	555	73%	100%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>	<b>n/a</b>

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Table C.3.9. Comparing 2007 – 2011 and 2008 – 2012 for Math



Student Characteristics	Disproportionately Impacted Student Group	Subsequent Successful Course Completion Rate	80% Index	In the 2014 Equity Report
<b>MATH 046 to MATH 096</b>				
<b>Probation/Disqualification Status</b>	Academic/Progress Disqualification	14%	19%	n/a
	Academic/Progress Probation	41%	56%	n/a

Source: SDCCD Information System

### Conclusions: Disproportionately Impacted Student Groups

In summary, disproportionality was indicated for the following student sub-populations with regard to their successful course completion rates in the subsequently enrolled course:

For English:

- ❖ African American

For ESOL:

- ❖ White
- ❖ Other race
- ❖ Non-Foster Youth

For Math:

- ❖ Students who are on academic/progress disqualification
- ❖ Students who are on academic/progress probation

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION**

**GOAL C.**

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact. Based on the 80% index, a number of groups are identified as having disproportionate impact. However, in utilizing the percentage point gap methodology, only the Probation/Disqualification Status students are identified as having disproportionate impact in all areas of ESL and Basic Skills course completion. Miramar College has decided to utilize the percentage point gap methodology for this indicator due to the extraordinary small sample size of the groups identified as being top performing groups (e.g. 4 American Indian students demonstrating 100% completion).

Target Population(s)	Current gap, year	Goal*	Goal Year
African American (English 48/49 to 101)	-9%, 2015	Reduction of gap by 2%	2020
Academic/Progress Disqualification (Math)	-61%, 2015	Reduction of gap by 2%	2020
Academic/Progress Probation (Math)	-24%, 2015	Reduction of gap by 2%	2020

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

**C.1: Identify interventions and resources to assist students through the probationary/disqualification process**

• **Activity Type(s)**

Activity Type(s)	Student Equity Coordination/Planning Curriculum/Course Development or Adaptation	Professional Development	Instructional Support Activities
x Outreach			x
x Student Services or other Categorical Program			x
x Research and Evaluation			

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.1	African Americans (English 48/49 to 101)	10
C.1	Academic/Progress Disqualification	1
	Academic/Progress Probation	28

- **Activity Implementation Plan**  
Through existing research, identify at least 5 interventions to assist students identified as being on probation or disqualified. Implement the identified interventions starting in the 2016-17 academic year.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	January 2016- June 2016	\$0	
C.1	July 2016-December 2017	\$0	\$1000 GF

- **Link to Goal**  
By incorporating proven interventions, the ESL and BSI rates for those on probation or disqualified will be reduced.
- **Evaluation**
  - Data that will be collected
    - All students on probation or disqualified will receive contact
    - All students on probation or disqualified will receive intervention appropriate to their situation
    - Subsequent enrollment data for probation/disqualified students
  - A timeline of / frequency of data collection and review:
    - At beginning of each semester, the groups will be tracked

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# Success Indicator: Degree and Certificate Completion

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## CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

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**D. DEGREE AND CERTIFICATE COMPLETION.** 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.

### Overview

The following summary examines trends in degrees or certificates conferred to Miramar College students. Degree and certificate data are retrieved from the CCCCCO Data On Demand. A cohort tracking technique is used by selecting three cohorts and tracking them for five years for degree and certificate completion rates. The “80/20” methodologies were applied to identify potential inequities. Data collection for foster youth started in Fall 2010. Cohorts for awards completion rates are tracked for five years and the latest cohort started in 2008/09, so rates could not be reported for this group. The raw counts for those who transferred and those who didn’t are reported in Tables D.1.1 through D.5.1 in Appendix 1.

### Indicator Definitions, Data, and Analysis

#### *Indicator Definitions*

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.

Various student statuses are defined as following: DSPS student status is defined as any student who received DSPS services, or enrolled in a DSPS course. Students who are former or active duty military are classified as ‘veteran’ for this cohort study. Miramar College students were determined to be economically disadvantaged if they self-identified as a recipient of BOG Waiver, CalWORKS, TANF, AFDC, SSI, general assistance, or who were eligible under the guidelines provided in the “California State Plan for Vocational and Technical Education”.

#### *Data and Analysis*

Gender. On average, 21% of Miramar College students that meet the cohort parameters completed a degree or certificate. When the data were separated by gender, females were the reference group, with a 25% award completion rate compared to an award completion

rate of 19% for males. The male transfer rate was 74% of the female reference group rate indicating disproportionality. (see Table D.1).

**Ethnicity.** When examining award completion rates by ethnicity, Asian students were the reference group with a completion rate of 27%. The “80/20” methodologies indicated inequities in award completion rate among all ethnic groups except for Filipino students who had 24% completion rate, 88% of the reference group. African American, American Indian, Filipino, Latino, Pacific Islander, and White student groups all showed disproportionality. On average award completion rates were lowest for the African American (12% completion rate, 45% of the reference group) and the American Indian ethnic groups (13% completion rate, 46% of the reference group) (see Table D.2).

**DSPS.** Students categorized as not-DSPS were the reference group with a completion rate of 21%. The 80% disproportionate impact methodology indicated inequity between students classified as DSPS compared to not-DSPS. The award completion rate for DSPS students was 16% and this was 77% of the reference group (see Table D.3).

**Veteran Status.** The non-veteran student population was designated as the reference group, with a 21% award completion rate, compared to the veteran population who had a 20% completion rate. The 80% disproportionate impact methodology indicated no inequity between students classified as veteran compared to non-veteran. The transfer rate for veteran students was 96% of the reference group (see Table D.4).

The comparable completion rates for both groups indicates that veteran students may be positively impacted by support services directed at the military and veteran population (VA work study, scholarships and tuition assistance, campus Veterans Service Centers or Veterans Affairs department, military spouse program, etc.).

**Economically Disadvantaged.** The economically disadvantaged student population was determined to be the reference group with a higher award completion rate of 24%. Non-economically disadvantaged students had a completion rate of 17%, which was 71% of the reference group. Therefore, disproportionality was determined since non-economically disadvantaged students had an outcome rate that was smaller than 80%.

Factors for these students that are associated with these disparities could be: 1) Students may not wish to pursue completion or slow their progress in order to maintain their financial aid awards, or 2) Students may have additional work commitments that inhibit or prolong a student’s ability to complete a program.

Table D.1. Degree and Certificate Completion by Gender

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	College Average 06-07 to 08-09	80% Index
Female	25%	25%	24%	25%	100%
Male	19%	21%	16%	19%	74%

District: San Diego Community College District

College: San Diego Miramar College

<b>Unreported</b>	0%	0%	0%	0%	0%
<b>Average</b>	<b>21%</b>	<b>22%</b>	<b>20%</b>	<b>21%</b>	<b>n/a</b>

Source: CCCC-Data on Demand

Table D.2. Degree and Certificate Completion by Ethnicity

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	College Average 06-07 to 08-09	80% Index
African American	14%	15%	8%	12%	45%
American Indian	0%	14%	25%	13%	46%
Asian	27%	28%	26%	27%	100%
Filipino	23%	27%	22%	24%	88%
Latino	17%	19%	11%	15%	57%
Pacific Islander	15%	17%	11%	14%	53%
White	21%	21%	20%	21%	77%
Unreported	24%	21%	24%	23%	85%
<b>Average</b>	<b>21%</b>	<b>22%</b>	<b>20%</b>	<b>21%</b>	<b>n/a</b>

Source: CCCC-Data on Demand

Table D.3. Degree and Certificate Completion by DSPS Status

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	College Average 06-07 to 08-09	80% Index
DSPS	17%	24%	10%	16%	77%
Not DSPS	22%	22%	20%	21%	100%
<b>Average</b>	<b>21%</b>	<b>22%</b>	<b>20%</b>	<b>21%</b>	<b>n/a</b>

Source: CCCC-Data on Demand

Table D.4. Degree and Certificate Completion by Veteran/Active Duty Military Status

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	College Average 06-07 to 08-09	80% Index
Veteran/Active Duty Military	20%	22%	17%	20%	96%
Not Veteran/Active Duty Military	22%	22%	20%	21%	100%
<b>Average</b>	<b>21%</b>	<b>22%</b>	<b>20%</b>	<b>21%</b>	<b>n/a</b>

Source: CCCC-Data on Demand



Table D.5. Degree and Certificate Completion by Economically Disadvantaged Status

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	College Average 06-07 to 08-09	80% Index
Economically Disadvantaged	25%	26%	21%	24%	100%
Not Economically Disadvantaged	17%	17%	17%	17%	71%
<b>Average</b>	<b>21%</b>	<b>22%</b>	<b>20%</b>	<b>21%</b>	<b>n/a</b>

Source: CCCCO-Data on Demand

Table D.6. Summary of Inequities for Student Degree and Certificate Completion

Student Characteristics	Disproportionately Impacted Student Group	Degree and Certificate Completion Rate College Average 06-07 to 08-09	80% Index
<b>Gender</b>	Male	19%	76%
<b>Ethnicity</b>	African American	12%	44%
	American Indian	13%	48%
	Latino	15%	56%
	Pacific Islander	14%	52%
<b>DSPS Status</b>	DSPS	16%	64%
<b>Economically Disadvantaged Status</b>	Not Economically Disadvantaged	17%	71%

Source: CCCCO-Data on Demand

### Conclusions: Disproportionately Impacted Student Groups

In summary, disproportionality was indicated for the following student sub-populations with regard to their degree and certificate completion rates (see Table D.6):

- ❖ Male
- ❖ African American
- ❖ American Indian
- ❖ Latino
- ❖ Pacific Islander
- ❖ DSPS
- ❖ Non-economically Disadvantaged

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION**

**GOAL D.**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-36%, 2015	Reduce gap by 2%	2020
American Indian	-32%, 2015	Reduce gap by 2%	2020
Latino	-24%, 2015	Reduce gap by 2%	2020
Pacific Islander	-28%, 2015	Reduce gap by 2%	2020
DSPS	-16%, 2015	Reduce gap by 2%	2020

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1: Offer courses driven by student need**

- *Activity Type(s)*

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
Research and Evaluation	Professional Development	

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.1	African American	166
	American Indian	14
	Latino	404
	Pacific Islander	72
	DSPS	99



- **Activity Implementation Plan**  
Utilizing enrollment management strategies, identify courses required by students to complete degrees and offer courses.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Spring 2016-December 2017	\$0	

- **Link to Goal**  
By offering courses required for completion, students meet their requirements sooner, leading to degree and certificate completion. Decrease in number of students unable to get into required class.
- **Evaluation**
  - Data that will be collected
    - Student educational plans will be reviewed for required coursework
    - Number of wait listed students per class
    - Number of students unable to get into required class
- **A timeline of / frequency of data collection and review:** Review will take place each semester

**D.2: Supplement existing categorical program needs that are currently unmet**

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.2	African American	166
	American Indian	14

Latino	404
Pacific Islander	72
DSPS	99

- **Activity Implementation Plan**  
Offer vouchers students are lacking in order for them to attend class and be successful

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.2	Spring 2016-December 2017	\$158,757	EOPS, GF

- **Link to Goal**  
EOPS will facilitate the distribution of vouchers as needed for students to attend class and be successful. This will reduce the overall gap in course and degree completion.
- **Evaluation**
  - Data that will be collected
    - Number of vouchers distributed
    - Retention and persistence rates of students receiving vouchers
- **A timeline of / frequency of data collection and review:** Review will take place each semester

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# Transfer

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## CAMPUS-BASED RESEARCH: TRANSFER

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**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.

### Overview

The following summary examines trends in transfer rates among Miramar College students. Transfer rate data are tracked for three cohorts (2006/07 to 2008/09). The CCCCO Data On Demand is the source of the transfer rate data. The “80/20” methodologies were applied to the average transfer rate of the three cohorts to identify potential inequities. This year’s findings are also compared to last year’s to confirm existing inequities as well as to identify new disproportionalities. Data collection for foster youth started in Fall 2010. Cohorts for transfer rates are tracked for six years and the latest cohort started in 2008/09, so rates could not be reported for this group. The raw counts for those who completed a degree/certificate and those who didn’t are reported in Tables E.1.1 through E.5.1 in Appendix 2.

### Indicator Definitions, Data, and Analysis

#### *Indicator Definitions*

Potential inequities in student transfer rate are examined by calculating 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. The Fall 2014 cohort is also compared with the Fall 2013 cohort to identify reoccurring and new equity gaps.

With regard to various student statuses, DSPS student status is defined as any student who received DSPS services, or enrolled in a DSPS course. Students who are former or active duty military are classified as ‘veteran’ for this cohort study. Miramar College students were determined to be economically disadvantaged if they self-identified as a recipient of BOG Waiver, CalWORKS, TANF, AFDC, SSI, general assistance, or who were eligible under the guidelines provided in the “California State Plan for Vocational and Technical Education”.

#### *Data and Analysis*

Gender. On average, 41% of Miramar College students that meet the cohort parameters successfully transfer. There was no disproportionality when the data were separated by gender. Females were the reference group, with a 43% transfer rate compared to a transfer rate of 39% for males. The male transfer rate was 91% of the female reference group rate (see Table E.1).

**Ethnicity.** When examining transfer rates by ethnicity, Asian students were the reference group with a transfer rate of 51%. The “80/20” methodologies indicated inequities in transfer rate among African American, American Indian, Filipino, Latino, and Pacific Islander student groups. On average transfer rates were lowest for the Latino (28% transfer rate, 55% of the reference group) and the American Indian ethnic groups (31% transfer rate, 61% of the reference group) (see Table E.2).

Potential factors impacting proportionality in transfer rates for some ethnic groups may be related to cultural differences and language barriers, which can lead to limited knowledge and awareness about programs and services that help to improve student success and completion. Another factor is that there are relatively few learning communities at Miramar that are specific to ethnic groups. Also, there are limited ESOL class offerings.

**DSPS.** Students categorized as not-DSPS were the reference group with a transfer rate of 41%. The 80% disproportionate impact methodology indicated inequity between students classified as DSPS compared to not-DSPS. The transfer rate for DSPS students was 26% and this was 64% of the reference group (see Table E.3).

Though students were identified as DSPS, it is possible that some students are not receiving the appropriate level of needed services for fear of the stigma associated with the “DSPS” label. Also, a lack of DSPS testing at Miramar may be limiting the influence of some support services. Further outreach to current DSPS students may be needed to ensure that this group of students is receiving adequate services.

**Veteran Status.** The veteran student population was designated as the reference group, with a 51% transfer rate, compared to the non-veteran population who had a 40% transfer rate. The 80% disproportionate impact methodology indicated inequity between students classified as veteran compared to non-veteran. The transfer rate for non-veteran students was 78% of the reference group (see Table E.4).

This indicates that veteran students may be positively impacted by support services directed at the military and veteran population (VA work study, scholarships and tuition assistance, campus Veterans Service Centers or Veterans Affairs department, military spouse program, etc.).

**Economically Disadvantaged.** The non- economically disadvantaged student population was determined to be the reference group with a transfer rate of 44%. Economically disadvantaged students had a transfer rate of 38%, which was 87% of the reference group. No disproportionality was determined since economically disadvantaged students had an outcome rate that was greater than 80%.

**Comparing 06/07 - 08/09 Cohorts to 05/06 - 07/08 Cohorts.** The comparison shows that inequities in transfer rate among African American, American Indian, Filipino, Latino, and DSPS student groups have been reoccurring across the cohorts. Upon being separated

from Asian student group, Pacific Islander students appeared to be disproportionately impacted over the years (see Table E.6).

Table E.1. Transfer Rate by Gender

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	College Average 06-07 to 08-09	80% Index
Female	46%	43%	39%	43%	100%
Male	38%	41%	38%	39%	91%
Unreported	0%	0%	0%	0%	0%
<b>Total</b>	<b>42%</b>	<b>42%</b>	<b>38%</b>	<b>41%</b>	<b>n/a</b>

Source: CCCC-Data on Demand

Table E.2. Transfer Rate by Ethnicity

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	College Average 06-07 to 08-09	80% Index
African American	30%	38%	29%	32%	63%
American Indian	0%	57%	25%	31%	61%
Asian	54%	51%	47%	51%	100%
Filipino	40%	38%	36%	38%	75%
Latino	32%	26%	26%	28%	55%
Pacific Islander	33%	46%	41%	39%	77%
White	43%	44%	39%	42%	82%
Unreported	46%	45%	44%	45%	88%
<b>Total</b>	<b>42%</b>	<b>42%</b>	<b>38%</b>	<b>41%</b>	<b>n/a</b>

Source: CCCC-Data on Demand

Table E.3. Transfer Rate by DSPS Status

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	College Average 06-07 to 08-09	80% Index
DSPS	29%	36%	18%	26%	64%
Not DSPS	42%	42%	39%	41%	100%
<b>Total</b>	<b>42%</b>	<b>42%</b>	<b>38%</b>	<b>41%</b>	<b>n/a</b>

Source: CCCC-Data on Demand

Table E.4. Transfer Rate by Veteran/Active Duty Military Status

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	College Average 06-07 to 08-09	80% Index
Veteran/Active Duty Military	48%	51%	56%	51%	100%
Not Veteran/Active Duty Military	41%	41%	37%	40%	78%
<b>Total</b>	<b>42%</b>	<b>42%</b>	<b>38%</b>	<b>41%</b>	<b>n/a</b>

Source: CCCC-Data on Demand

Table E.5 Transfer Rate by Economically Disadvantaged Status

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	College Average 06-07 to 08-09	80% Index
Economically Disadvantage	39%	39%	36%	38%	87%
Not Economically Disadvantaged	45%	46%	42%	44%	100%
<b>Total</b>	<b>42%</b>	<b>42%</b>	<b>38%</b>	<b>41%</b>	<b>n/a</b>

Source: CCCC-Data on Demand

Table E.6. Comparing Transfer Rates for 06/07 - 08/09 Cohorts and 05/06 - 07/08 Cohorts

Student Characteristics	Disproportionately Impacted Student Group	Transfer Rate College Average 06-07 to 08-09	80% Index	In the 2014 Equity Report (05-06 to 07-08)
Ethnicity	African American	32%	63%	African American
	American Indian	31%	61%	American Indian
	Filipino	38%	75%	Filipino
	Latino	28%	55%	Latino
	Pacific Islander	39%	76%	n/a
DSPS Status	DSPS	26%	63%	DSPS

Source: CCCC-Data on Demand

**Conclusions: Disproportionately Impacted Student Groups**

In summary, disproportionality was indicated for the following student sub-populations with regard to their transfer rates:

- ❖ African American
- ❖ American Indian
- ❖ Filipino

District: San Diego Community College District College: San Diego Miramar College

- ❖ Latino
- ❖ Pacific Islander
- ❖ DSPS

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER**

**GOAL E.  
GOALS AND ACTIVITIES**

**E. STUDENT SUCCESS INDICATOR OR TRANSFER**

Target Population(s)	Current gap, year	Goal	Goal Year
African American	-17%, 2015	Reduction of gap by 2%	2020
American Indian	-19%, 2015	Reduction of gap by 2%	2020
Filipino	-5%, 2015	Reduction of gap by 2%	2020
Latino	-25%, 2015	Reduction of gap by 2%	2020
Pacific Islander	-4%, 2015	Reduction of gap by 2%	2020
DSPS students	-17%, 2015	Reduction of gap by 2%	2020

**Activities:**

**E.1. Further refine research by including completion of IGETC and CSUGE as a factor**

	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical program	Curriculum/Course Development or Adaptation	Direct Student Support
x	Research and Evaluation	Professional Development	

ID	Target Group(s)	# of Students Affected
	African American	128
	American Indian	11
	Filipino	271
	Latino	345
	Pacific Islander	51
	DSPS students	87



ID	Timelines	Student Equity Funds	Other Funds
	2 months to conduct further research	\$0	\$0

Link to Goal: Goal is to reduce disproportionate gap. The activity will allow the college to determine where to focus efforts to reduce the gaps.

Evaluation: Completion of the research and comparison to determine trends utilizing the 80% index

Data to be collected: Ethnicity, DSPS status, Veterans Status, Gender, Foster youth, Low-Income status completing IGETC or CSUGE

Timeline: 2 months (research request submitted on 10/12/15)

E.2.Based on further research data, conduct focus groups and surveys to determine where loss and momentum points are taking place.

	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
x	Student Services or other Categorical program	Curriculum/Course Development or Adaptation	Direct Student Support
x	Research and Evaluation	Professional Development	

Target groups will be further determined by the data from the research

ID	Target Group(s)	# of Students Affected
	African American	NA
	American Indian	NA
	Filipino	NA
	Latino	NA
	Pacific Islander	NA
	DSPS students	NA

ID	Timelines	Student Equity Funds	Other Funds
	2 months to develop surveys and focus group questions and	\$1000 for focus group food	Transfer Center General Funds

6 months to conduct focus groups, send out surveys and analysis of results	and beverages
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Link to Goal: Goal is to reduce disproportionate gap. The activity will allow the college to determine where to focus efforts based on direct feedback from student. College will work with Research and Planning Analyst to develop a series of questions for focus groups and surveys and will test for validity prior to conducting the focus groups and sending out surveys

Evaluation: Completion of analysis of focus group and survey data

Data to be collected: Focus group and survey data

Timeline: 2 months to develop surveys and focus group questions and 6 months to conduct focus groups, send out surveys and analysis of results

Activities:

E.3. Based on focus group and survey data, develop intentional, unavoidable interventions that will help to reduce the gap.

	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

ID	Target Group(s)	# of Students Affected
	African American	NA
	American Indian	NA
	Filipino	NA
	Latino	NA
	Pacific Islander	NA
	DSPS students	NA
	Low-income/Not Low-income	NA

ID	Timelines	Student Equity Funds	Other Funds
	2 months after survey and focus group, develop/refine research-based interventions to reduce gap	\$9,000	Transfer Center General Funds

**Link to Goal:** Goal is to reduce disproportionate gap. Developing activities based on results of focus group and survey will allow for implementation of appropriate activities to reduce disproportionate impact.

**Evaluation:** Development or refinement of a minimum of 5 interventions

**Data to be collected:** Activity plan for the 5 interventions

**Timeline:** In the 2 month period following completion of survey, develop/refine an activity plan that includes development/refinement of a minimum of 5 interventions

**Baseline data:** It is expected that further research may impact the populations identified as having disproportionate impact. Until this data is available, 2015 data will be utilized as baseline data.

**Short term goal:** Expect the numbers to remain steady for 3 years

**Long term goal:** Reduction of 1% point in 5 years for each group

# Other College- or District-wide Initiatives Affecting Several Indicators

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

### ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

#### F.1: Professional Development for faculty to establish cultural competency across the curriculum

- *Activity Type(s)*

Outreach		Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
Research and Evaluation	x	Professional Development	

- *Target Student Group(s) & # of Each Affected\*:*

ID	Target Group(s)	# of Students Affected
F.1	African Americans	128

- *Activity Implementation Plan*

Conduct professional development for faculty to show how to make courses more culturally relevant to student population

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	February 2016 – June 2016	\$40000	GF \$1000

- *Link to Goal*

Research shows relevancy as being an important factor in students' understanding of a concept (Smilkstein, 2011). By providing professional development to faculty, incorporating relevant information should increase the completion rate of students who are currently disproportionately impacted.

- **Evaluation**
  - Data that will be collected:
    - # of professional development workshops related to establishing cultural competency across the curriculum
    - # of classes that incorporate learned techniques
  - Data to be collected at the end of the semester through surveys to faculty

**F.2: Research possibility of multicultural center on campus for students to have a gathering place**

- **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
F.2	All ethnic groups identified as having disproportionate impact	1926

DSPS	118
Probationary/Disqualified	2226

• **Activity Implementation Plan**

Research into purpose, effectiveness, and outcomes for creating a multicultural center on campus for students. Once research is conducted, the results will be taken to the shared governance groups to advocate for students (if data proves effectiveness).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.2	Spring 2016 – June 2016	\$0	\$0

• **Link to Goal**

By conducting research into the effectiveness of a multicultural center, the college can advocate to ensure a student success oriented environment exists for various student groups, which can lead to an increase across all 5 indicators.

• **Evaluation**

- Data that will be collected
  - Existing research on multicultural centers on college campuses
  - Cost of maintaining multicultural centers on college campuses
- A timeline of / frequency of data collection and review: Spring 2016 semester

**F.3: Strategic course offerings based on student need**

• **Indicators/Goals to be affected by the activity**

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

Outreach	Student Equity	Instructional Support Activities
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	Student Services or other Categorical Program	x	Coordination/Planning Curriculum/Course Development or Adaptation	x
x	Research and Evaluation		Professional Development	
				Direct Student Support

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.3	All ethnic groups identified as having disproportionate impact	1926
	DSPS	118
	Probationary/Disqualified	2226

• **Activity Implementation Plan**

Utilizing enrollment management strategies, identify courses required by students to complete degrees and offer courses.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.	Spring 2016-December 2017	\$0	\$0

• **Link to Goal**

By offering courses required for completion, students meet their requirements sooner, leading to degree and certificate completion. Decrease in number of students unable to get into required class.

• **Evaluation**

- Data that will be collected
  - Student educational plans will be reviewed for required coursework
  - Number of wait listed students per class
  - Number of students unable to get into required class

- A timeline of / frequency of data collection and review: Review will take place each semester

**F.4: San Diego County Region X Student Equity Week**

• **Indicators/Goals to be affected by the activity**

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.4	All ethnic groups identified as having disproportionate impact	1926
	DSPS	118
	Probationary/Disqualified	2226

• **Activity Implementation Plan**

Work with Region X colleges to plan an Equity Week. Plan being coordinated by MiraCosta College

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.4	Spring 2016	\$3000	

• **Link to Goal**

In collaboration with other Region X CCC's, identify best practices, hold regionwide conferences for students, staff, faculty, and administrators, and conduct relevant activities on campus.

• **Evaluation**



District:

San Diego Community College District

College: San Diego Miramar College

- Data that will be collected
  - Number of participants
  - Number of events taking place through Student Equity Week
  - Top 3 take-aways from weekly events to incorporate into Miramar College operations
  
- A timeline of / frequency of data collection and review: Review will take place after Student Equity Week

**F.5: Request for Proposals**

- *Indicators/Goals to be affected by the activity*

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected\*:*

ID	Target Group	# of Students Affected
F.5	All ethnic groups identified as having disproportionate impact	1926
	DSPS	118
	Probationary/Disqualified	2226

● **Activity Implementation Plan**

Fund college-wide projects submitted from stakeholders to address the disproportionate impact at Miramar College

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.5	Spring 2016-December 2017	\$288,000	

● **Link to Goal**

Departments and divisions within Miramar College will be submitting proposals for SEP funding to address the disproportionate impact. The ultimate goal is to see a reduction in the disproportionate gap for each of these projects. The application and rubric designed by the Advisory Council has been sent out to the campus with awarding to take place prior to the end of the Fall 2015 semester for a Spring 2016 start.

● **Evaluation**

- Data that will be collected
  - RFP awardees will submit reports for review by the Advisory Council

- A timeline of / frequency of data collection and review: Review will take place at the end of each semester

**F.6: Hire Equity Program Coordinator**

- **Indicators/Goals to be affected by the activity**

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

● **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	x	Instructional Support Activities
X	Student Services or other	x	Curriculum/Course Development or	x	Direct Student Support

	Categorical Program		Adaptation
x	Research and Evaluation	x	Professional Development

● **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.6	All ethnic groups identified as having disproportionate impact	1926
	DSPS	118
	Probationary/Disqualified	2226

● **Activity Implementation Plan**

Hiring process to commence in January with hiring complete by end of Spring 2016 semester

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.6	Spring 2016-December 2017	\$325,942	

● **Link to Goal**

Hiring coordinator will allow a single person to oversee the process at the college, allowing for streamlining and a direct contact person. The coordinator will be responsible for coordinating college-wide SEP events, workshops, and oversee development of professional development at the college. The coordinator will serve on the advisory council and will work with college stakeholders in ensuring plans have follow through and meet the overall goal of reducing disproportionate gap.

● **Evaluation**

- Completion of hiring process
- Number of college-wide events related to SEP

● **A timeline of / frequency of data collection and review:** Hiring process will commence in January

**F.7: Hire Peer mentors**

- **Indicators/Goals to be affected by the activity**

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.7	All ethnic groups identified as having disproportionate impact	1926
	DSPS	118
	Probationary/Disqualified	2226

• **Activity Implementation Plan**

Hire peer mentors through spring semester, conduct training through summer and implement for incoming Fall class

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.7	Spring 2016-December 2017	\$100,000	SSSP

• **Link to Goal**

Peer mentors will be assisting with the First Year Experience program at Miramar College, which addresses the disproportionate population and provides structured mentoring. By providing structured mentoring, students will obtain skills to be successful in college, thereby closing the disproportionate gap.

• **Evaluation**

- Data that will be collected

District:

San Diego Community College District

College: San Diego Miramar College

- Number of peers going through peer mentor training
  - Number of FYE students with peer mentor contact
  - Follow-up on persistence and retention rates of FYE students
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- **A timeline of / frequency of data collection and review: Review will take place each semester**

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## Summary Budget

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**2015-16 Student Equity Plan Summary Budget  
for fiscal year July 1, 2015 - June 30, 2016**

District: San Diego CCD  
College: San Diego Miramar College

**Multi-college districts that use any portion of the Student Equity allocation to conduct equity-related activities at the district level must incorporate a description of those activities into at least one of their colleges' plan narrative, and also include related expenditures in that college's Summary Budget spreadsheet.**  
Attach the completed Summary Budget to the Student Equity Plan narrative. Email a copy of the entire plan (narrative and budget spreadsheet) and send two printed copies of the entire plan (one with original signatures) by mail, postmarked no later than Monday, November 23, 2015.

**Email to:**  
studentequity@cccco.edu

**Mail to:**  
Patty Falero, Student Services and Special Programs Division  
California Community Colleges Chancellor's Office  
1102 Q Street, Suite 4400  
Sacramento, CA 95811-6539

For technical questions related to adding lines to the spreadsheet or other format or entry questions, contact:  
Barbara Kwoka at bkwoka@cccco.edu

For questions related to allowable expenditures, contact:  
Debra Sheldon - dsheldon@cccco.edu

**This workbook contains 3 protected spreadsheets in the following order:**

- 1 Do First
- 2 Part I: Student Equity Funding
- 3 Part II: Planned Student Equity Expenditures


**Basic instructions:**

You may enter data in spreadsheets 2-3. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II, you can unlock the spreadsheet by entering the **password budget1516**, and add additional rows. **However, care must be taken to insert rows in a way to ensure that the formulas in the totals and subtotals are correct and intact.** Please contact Barbara Kwoka at bkwoka@cccco.edu with any questions about the spreadsheet format.

 Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.

 Blue colored cells indicate a pre-populated cell and cannot be modified.

 Gray colored cells indicate a formula and cannot be modified.

**To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided. You do not need to include this instruction page with the plan.**



<b>2015-16 Student Equity Plan Summary Budget</b>
San Diego CCD
San Diego Miramar College

**Part I: Student Equity Funding**

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 1,069,699

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level \$ -

Part II: 2015-16 Planned Student Equity Expenditures \$ 1,069,699

Balance 2015-16 College Student Equity Allocation \$ -

**2014-15 Student Equity Plan Summary Budget.**

**Part I: Funding**

**Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

**cell:**

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
  - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
  - +
  -

If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**









Part II: Planned Student Equity (SE) Expenditures

Student Equity Plan 2015-16 Budget  
Part II: Planned SE Expenditures  
Other Instructions

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Eligible expenditures:

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Ineligible Expenditures:

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be used to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services currently participating in college categorical programs and any other federal, state, and county programs.

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# Summary Evaluation

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## SUMMARY EVALUATION SCHEDULE AND PROCESS

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Miramar College distributes a college wide Request for Proposal (RFP) in relation to the Student Equity Plan. The Student Success and Equity Advisory Council review each proposal according to a set rubric and forwards recommendations to the Dean of Student Development and Matriculation for final awarding. This serves as the individual plans that ultimately impact the overall goal.

The overall goal is to reduce the gap between the highest performing group and the groups identified as having disproportionate impact. Data for Student Equity will be reviewed bi-annually to check on the status of the disproportionately impacted groups to determine any impact.

The personnel submitting the RFP will be responsible for coordinating the end of semester report which includes activities, budget, and number of student contacts. The end of semester reports will be reviewed along with the Student Equity data at the end of each semester to inform Miramar College of areas that may or may not be working and to make informed decisions to continue, discontinue, or modify the project. The recommendations from the Advisory Council review will be sent to the personnel responsible for the project within two weeks of the review to ensure any changes can be incorporated into the upcoming activities.

In moving forward with our Student Equity Plan and Student Success Model, we are interested in incorporating learning outcomes and assessment for the identified disproportionately impacted student populations. In addition to the Student Success Indicators reflected in our current SEP, we will be investigating the effectiveness of using disaggregation of learning outcomes as a measure for success of interventions used to increase student success and outcomes overall.