Crafton Hills College
Student Equity Plan

December 1, 2014

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CRAFTON HILLS COLLEGE

Student Equity Plan

SIGNATURE PAGE

District: San Bernardino Community College District

Date Approved by Board of Trustees: December 11, 2014

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EXECUTIVE SUMMARY

All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions--and society--so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom. -bell hooks

Introduction

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 people of all ages, interests, and backgrounds have enrolled at the College. Crafton Hills College currently serves approximately 5,500 students. Located in the beautiful rolling hills of Yucaipa, Crafton Hills College offers more than 38 majors in the liberal arts and sciences, career and technical studies. With its imaginative architecture, manicured grounds and spectacular surroundings, the atmosphere of the College is designed to promote community, reflection, growth and learning.

An emphasis on diversity, inclusion, and the growth of each individual is clearly stated in the mission, vision, and values of Crafton Hills College.

- Mission: *To advance the educational, career, and personal success of our diverse campus community through engagement and learning.*
- Vision: *Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.*
- Values: *Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.*

Crafton Hills College demonstrates a commitment to equity and diversity through its major planning processes, curriculum and instructional programs, services and programming, professional development and hiring practices, and research and evaluation priorities.

Planning Processes. Several major planning documents at Crafton Hills College cite inclusion, diversity, and equity as institutional priorities.

- The institution's values include inclusiveness and the advancement of each individual.

- Goal 2.1 of the Educational Master Plan is to "Seek, welcome, and respect diversity, and promote inclusiveness." Objective 2.1.2 is to "Improve the inclusiveness of targeted programs in which at least one student demographic group is significantly underrepresented."
- The 2010-2013 Enrollment Management Plan, calls for the disaggregation of student data by race, ethnicity, gender, disability, and financial disadvantage to ensure the development and delivery of effective interventions for all CHC students.
- The 2011 equity report showed that females had higher course completion rates than males. African American, Native American, and Hispanic students had lower course completion rates than white students, and students with disabilities were less likely to complete their courses than their nondisabled peers. Students who qualified for financial aid were less likely than those who did not receive financial aid to complete their courses. The results were similar across groups for English and mathematics basic skills and developmental course completion rates.

Curriculum and Teaching. The CHC general education pattern includes a diversity and multicultural course requirement. Diversity courses can be found in the following disciplines: Anthropology, Arabic, ASL, Communication Studies, English, French, History, Humanities, Japanese, Religion, Russian, Spanish, and Sociology.

Programming and Services. There are 31 clubs at the College. Some of them--such as El Club Español, the Terrestrial Investigation Club, the Philosophy Club, and Phi Beta Lambda--support students' diverse academic interests. Others--such as Active Minds (mental health issues), the Black Student Union, Hands on ASL (Deaf and hard-of-hearing), MECHA (Latino/a issues), PossAbilities (disabilities), and Walking Tall (undocumented immigrant students)--directly support an understanding and appreciation of diversity.

The College provides a broad range of events designed to promote understanding of diversity. Events are sponsored by various campus entities, such as clubs, Student Life, Theatre Arts, Communication Studies, and the Foreign Languages Department. Some of the diversity events and celebrations held at Crafton Hills College in the past four years include:

- Cinco De Mayo
- Dia De Los Muertos
- Wa'at Native American Days
- Operation Glitter Drag Show, a Benefit for Foothill Aids
- The Laramie Project, a Theatre Arts production

- Arts Day
- Art Gallery Exhibits with themes of diversity
- Day of Advocacy, sponsored by the Communication Studies Department
- Arabic Celebration
- Multicultural Day
- Theater Arts Events, e.g. *Diversity in the I.E.; Including You: IE*

The institution maintains a Department of Disabled Student Programs and Services (DSPS). The full inclusion of individuals with disabilities in academic and co-curricular activities supports and enhances student understanding and appreciation of diversity.

Hiring Practices and Professional Development. According to a recent District staffing plan, the College's full and part time Hispanic student headcount represented 42.69 percent of the student population, while the Hispanic staff count and Hispanic faculty counts represented only 8.76 and 9.06 percent, of these respective groups. In order to align with the District and College values of inclusiveness and diversity, the College and the District is working collaboratively to increase Hispanic representation in the staff and faculty.

The Professional Development Committee has sponsored training opportunities centered on diversity and equity. For example, in December 2013, the Professional Development Committee sponsored Safe Space training to a large group of faculty, staff, and managers to support CHC's lesbian, gay, bisexual, transgender, queer (LGBTQ) population, and during fall, 2012, Dr. Tom Brown was invited to address the managers and faculty on the topic of increasing first-year student success in all CHC students, including those with backgrounds typically thought of as "at risk."

Research and Evaluation. The College ensures that cultural and linguistic biases are minimized by using placement instruments that are approved by the California Community College Chancellor's Office, such as Accuplacer, which is used for student assessment and placement into math and English courses. As a condition of approval, the vendor must be able to demonstrate that their instrument is free of cultural or linguistic biases. Students are provided complete instructions of the assessment process in the Student Pre-Assessment Review Guide, available online at the Assessment web page.

The College regularly evaluates placement instruments to validate their effectiveness and minimize biases. The Mathematics Department reviewed cut scores and conducted a content validation assessment in 2011. In 2013 the mathematics cut scores were again examined. The

department is working collaboratively with the Office of Institutional Effectiveness, Research and Planning (OIERP) to identify educational background measures that are predictive of success in mathematics courses. The English department conducted a content and cut score validation study in 2013. Disproportionate impact is assessed in all assessment and placement studies).

The College Office of Institutional Effectiveness, Research and Planning routinely disaggregates data by group membership to determine disproportionate impact so that the College can develop plans to reduce it.

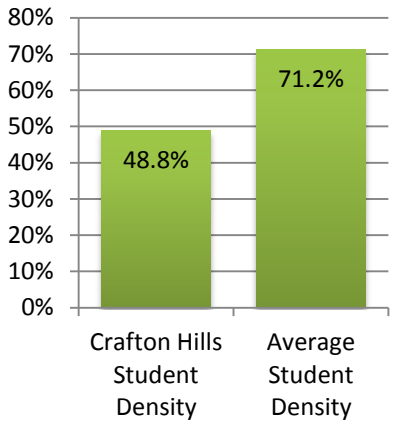
Demographics of the Surrounding Community

To understand the composition of the community it serves, the College examined data from a recent environmental scan. The detailed socioeconomic and demographic data from the 2013 study has provided the College with considerable data for use in planning, outreach, and institutional improvement.

The District's communities will experience 35 percent increase by 2022. The Crafton Hills College core service area includes the zip codes covering the cities of Yucaipa, Calimesa, Mentone, Redlands, Highland, and Beaumont. While the overall population in the College's service area is increasing, the College serves only 49 percent of local residents enrolled in community colleges, compared to an average market penetration rate of 71% in the Inland Empire community colleges as a whole. Figure 1 shows CHC's core service density compared to the immediate service area. In short, fewer than half of the community college students in its service area attended Crafton Hills College in 2012.

Figure 1, CHC Core Service Area Student Density, 2012

2012 Core Service Area Density	
Occupation Area	%
Crafton Hills College	48.8
San Bernardino Valley College	61.5
Mt. San Jacinto College	83.5
Moreno Valley College	51.1
Riverside City College	66.1
Norco College	53.7
Chaffey College	76.4
Victor Valley College	86.5
Barstow College	89.4
College of the Desert	94.8
Average Density	71.2

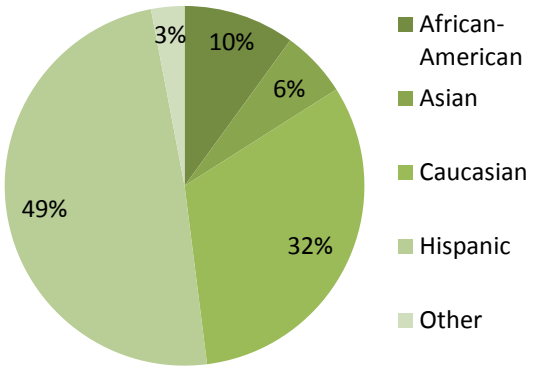


The age distribution data for the Crafton Hills College service area revealed a significant opportunity for growth. As Figure 2 reveals, the community has a relatively high percentage of residents aged 50 and older, at 27.3% of the estimated 858,766 residents in the service area. However, there is also growth in the youngest population. Those under aged 17 totaled 28 percent of the total population. The traditional college-aged student, ages 18-24, numbers 11.6 percent, and those 25-29 years old totaled 7.3 percent. Forty-seven percent of the population in the CHC service area was under the age of 30. With 30 to 50-year-olds constituting another 25 percent of the population, the College will continue to be a vital force in workforce development for its surrounding communities.

The ethnic and racial diversity of the community has also increased over time. The environmental scan data shown in Figure 3 showed that in 2012, 49 percent of residents in the Crafton Hills College service area were Hispanic and 10 percent were African-American.

Figure 2, CHC Service Area Population Ethnicity in 2012

2012 Population Ethnicity		
Ethnicity	#	%
African-American	89,183	10.4
Asian	50,751	5.9
Caucasian	271,363	31.6
Hispanic	420,295	48.9
Other	27,174	3
Total	858,766	100.0



Relative to all county residents, the CHC service area population has lower annual income. As Figure 4 shows, the median household income of those in CHC's service area was $54,853 in 2012 compared to the San Bernardino and Riverside county medians of $56,703 and $59,109, respectively. The number of residents earning less than $40,000 per year totaled 36.4 percent, while those earning incomes greater than $100,000 totaled 21 percent.

Twenty-two percent of adults 25 years or older in the CHC service area did not have a high school diploma while 27 percent had no more than a high school diploma or GED. Given the characteristics of the CHC community, it is clear that the College has an important role to play with regard to the economic well-being of the community, and with regard to equity in college access and degree attainment.

Figure 3, CHC Service Area Annual Household Income in 2012

2012 Household Income		
Income Range	#	%
$0 – $40,000	94,481	36.4
$40,000 – $60,000	46,803	18.0
$60,000 – $80,000	36,702	14.1
$80,000 – $100,000	27,203	10.5
$100,000 – $150,000	35,521	13.7
$150,000 and up	19,152	7.4
Total	259,862	100.0
Median Income		$54,853

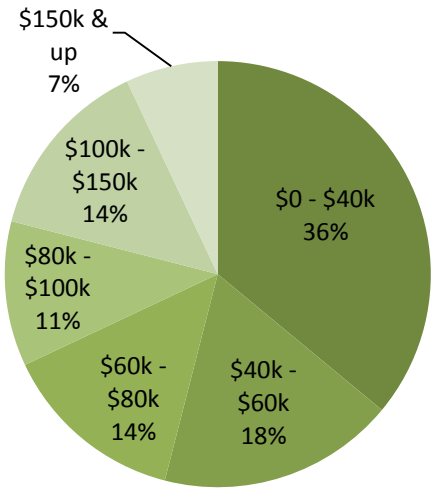
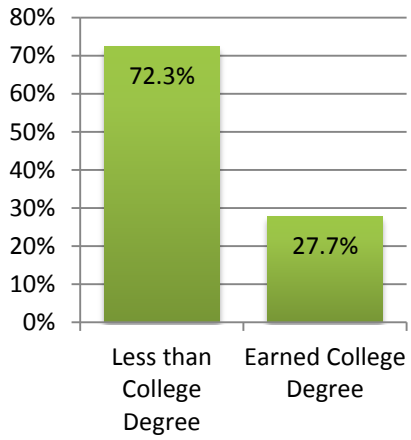


Figure 4, CHC Service Area Education Level Attainment as of 2012

2012 Education Level Attained	
Education Level Attained	#
Less than High School Diploma	114,031
High School Diploma/GED	137,999
Some College	123,136
Associate's Degree	42,844
Bachelor's Degree	63,321
Graduate Degree	37,408
Total	518,739



Target Groups

Table 1 summarizes the results of the disproportionate impact study by group membership and outcome.

Table 1: Summary of Disproportionate Impact by Protected Status and Outcome.

Group Membership	Access	Course Success	Throughput Rate		Degree/Cert Completion Rate	Transfer Rate	# DP	# RG
			Math	English				
Gender								
Female	No	RG	RG	RG	RG	RG	0	5
Male	No	No	No	No	Yes	No	1	0
Ethnicity								
Asian	No	No	RG	RG	RG	RG	0	4
African American	No	No	Yes	Yes	Yes	Yes	4	0
Hispanic	No	No	No	Yes	Yes	Yes	3	0
Native American	Yes	No	NA	NA	Yes	No	2	0
Caucasian	Yes	RG	No	No	No	No	1	1
Two or More Races	No	No	No	No			0	0
Missing	No	No	No	NA	No	No	0	0
Age								
19 or younger	No	No	No	RG	No	RG	0	2
20-24	No	No	RG	No	Yes	Yes	2	1
25-29	No	No	No	No	Yes	Yes	2	0
30-34	Yes	No	Yes	NA	Yes	Yes	4	0
35-39	Yes	No	NA	NA	RG	Yes	2	1
40-49	Yes	No	NA	NA	No	Yes	2	0
50 or older	Yes	No	NA	NA	Yes	Yes	3	0
Disability	Yes	RG	RG	No	No	Yes	2	2
Economically Disadvantaged	No	No	Yes	No	RG	No	1	1
Foster Youth	No	Yes	NA	NA	NA	NA	1	0
Veteran	Yes	RG	No	NA	NA	NA	1	1
Total DP	9	1	3	2	8	9		

Note: "**DP**" refers to Disproportionate Impact. "**Yes**" means that DP was present and "**No**" means that it was not present. "**NA**" refers to Not Applicable and refers to subgroups with the number of records below 30. The sub-group was not large enough for a methodological sound comparison. "**RG**" refers to the Reference Group, is the sub-group with the highest outcome rate, and the sub-group to which all other sub-groups were compared.

The results indicated that African American, Hispanic, Native American, and students 20 years old or older are the groups most likely to be disproportionately impacted. African American and Hispanic students were more likely to have substantially lower math and English throughput rates and lower degree/certificate and transfer rates. In addition, Native American students were less likely to attend Crafton Hills College and more likely to have substantially lower degree/certificate completion rates than others. In general, students who were 20 years old or older were also less likely to earn a degree/certificate or transfer than younger students. Moreover, students 30 years old or older were also less likely to attend CHC compared to the College's primary service area population.

Goals

Equity and institutional planning will focus on six major goals.

1. Increase access for individuals with disabilities and students aged 20-39.
2. Improve course success rates among foster youth.
3. Increase mathematics throughput rates among African American and economically disadvantaged students.
4. Increase English throughput rates among African American and Hispanic students.
5. Increase degree and certificate completion rates among males, African Americans, Hispanics, Native Americans, and students aged 20-34.
6. Increase transfer rates among African Americans, Hispanics, and students aged 20-24.

Activities

The College will conduct targeted outreach to individuals with disabilities and those in the 25-34 age range, and will develop programs that welcome and support these groups.

The College will develop weekend, online, and/or hybrid delivery methods to better serve students in the 25-34 age range.

The College will improve the accurate identification of foster youth and will provide early matriculation and ongoing academic support and guidance for this group.

The College will provide research-based best practices and interventions to promote the success of African American and Hispanic students enrolled in basic skills English courses.

The College will provide research-based best practices and interventions to promote the success of African American and economically disadvantaged students enrolled in basic skills mathematics courses.

The College will provide research-based best practices and interventions to promote the degree and certificate completion of Hispanics, African Americans, Native Americans, and students aged 20-34.

The College will provide researched-based best practices and interventions to promote the transfer of African Americans, Hispanics, and students aged 20-24.

Resources

Table A summarizes the resources needed to implement the CHC Equity Plan.

Table A. *Student Equity Resources, 2014-15 and Ongoing.*

Resource	Description	2014-15 Cost	Ongoing Cost
.25 Research Assistant	Salary and benefits for ongoing equity research and the disaggregation of institutional data	$11,000	$20,048
.50 Professional Development Coordinator	Salary and benefits for the coordination of professional development to better prepare faculty and staff to support, teach, and guide disproportionately impacted students	$25,000	$50,000
1.0 Benefits, Foster Youth Counselor	Benefits for an EOPS counselor whose responsibility will include programming for Foster Youth	$11,000	$22,000
Professional Development	Speakers, training, workshops, and conference attendance for professional development that addresses CHC's disproportionately impacted populations	$25,000	$10,700
Tutoring/Instructional Support	Supplemental instruction, group tutoring, zero-unit labs, summer bridge	$150,748	$100,000
.25 Re-Entry Counselor	Salary and benefits for .25 counselor to provide services and programming for re-entry students	$12,500	$25,000
Distance Education Coordinator	Backfill, 100% faculty release to develop DE, weekend, and evening programs and support services	$25,000	$50,000
Total		**$277,748**	**$277,748**

Contact Person/Student Equity Coordinator

Reflecting the importance of equity throughout the institution, Crafton Hills College has appointed joint Student Equity Coordinators: Dr. Rebeccah Warren-Marlatt, Vice President of Student Services, and Dr. Bryan Reece, Vice President of Instruction.

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CAMPUS-BASED RESEARCH

Overview

Indicator Definitions and Data

The Office of Institutional Effectiveness, Research, and Planning used three indicators to identify disproportionate impact. In order to identify any group as disproportionately impacted, two of the three indicators had to be present. The three indicators selected were the 80% rule, proportionality index, and *Cohen's d* effect size.

80% Rule

The 80% rule, used for Title VII enforcement by the US Equal Opportunity Commission (EEOC), Department of Labor, and the Department of Justice, states:

> A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact. [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295 (August 25, 1978)]

The 80% index is calculated by dividing the outcome rate (e.g. success rate) of a non-reference subgroup into the outcome rate of the reference subgroup [i](Michalowski, 2014). A result less than 80% is considered evidence of disproportionate impact. The subgroup with the highest outcome rate was chosen as the reference group. However, if the subgroup did not have the amount of cases needed for a statistically significant finding (N = 30), then the highest outcome rate with the amount of cases needed for a significant finding was selected as the reference group.

Proportionality Index

The proportionality index "…compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group" (Michalowski, 2014). The proportionality index is calculated by dividing the column percentage in the outcome group by the column percentage in the original cohort. A ratio of 1.0 indicates that the subgroup is present in the original cohort and in the outcome group at the same rate. A ratio less than 1.0 indicates that the subgroup is less prevalent in the outcome group, and a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome group. Disproportionate impact may be

present if the ratio is less than 1.0. Disproportionate impact was considered to be present if the ratio was less than .90.

Effect Size

The *Cohen's d* effect size statistic was used to indicate whether there was a substantial difference between the reference group and the subgroup being examined. The effect size is calculated by taking the difference in the rates divided by the pooled standard deviation. One method of interpreting effect size was developed by Jacob Cohen, who defined "small," "medium," and "large" effect sizes. He explained that an effect size of .20 can be considered small, an effect size of .50 can be considered medium, and an effect size of .80 can be considered large. An effect size is considered to be meaningful if it is .20 or higher, which usually indicates that the difference in the outcome rate is 10% or greater.

Indicator Definitions

Economically Disadvantaged Status. The Student Scorecard methodology was used to identify students who were economically disadvantaged for the basic skills, degree and certificate completion, and transfer outcomes. Students who met any of the following criteria were identified as economically disadvantaged:

- Student is a participant in the Workforce Investment Act (WIA) – SB26 in the Student Basic (SB) Data Record is equal to "J" and is located in the ST referential file.
- The student is an eligible participant in CalWORKs which is determined by having their eligibility status verified by the local County Welfare Department – SC01 in the Student CalWORKs (CW) Data Record is equal to 1, 2, 3, 4, or 6 and is located in the CWA referential file.
- The student received financial aid – SF21 in the Student Financial (SF) Aid Data Record is equal to BA, B1, B2, B3, BB, BC, F1, F2, F3, F4, F5, WC, WE, WF, or WU and is located in the FA annual referential file.
- A vocational student was identified as being economically disadvantaged – SV03 in the Student VTEA Data Record is equal to 1, 2, 3, or 4 and is located in the SV referential file.

When we examined course success, we identified students as economically disadvantaged if they received any form of financial aid at Crafton Hills College in summer 2013, fall 2013, or spring 2014. The MIS referential files were not used for course success because the FA annual referential file was not available for the 2013-2014 academic year.

Foster Youth Status. Students identified as foster youth have, at one time, been in a court-ordered out-of-home placement. Crafton Hills College started tracking whether students were foster youth in 2012 and began reporting foster youth status to the CCCCO in the Special Population (SG) Data Record MIS Referential file in the 2013-2014 academic year. Accordingly, the SG MIS Data Record was used to identify foster youth students for the access and course

completion outcome measures. However, this was not possible for the basic skills throughput, degree and certificate completion, and transfer rate measures.

The following fields in Ellucian were used to identify foster youth status: S02.SSTU.FY.IND, S02.STU.FYC.IND, and S02.SSTU.FYM.IND. First, the field S02.SSTU.FY.IND indicates that the student is a documented foster youth student. Second, the S02.STU.FYC.IND field indicates that Crafton has identified the student as a foster youth student, but the student is not considered an official foster youth student. Finally, the S02.SSTU.FYM.IND field indicates that the State would consider the student a foster youth student, based on the student's application, but the student is also not considered an *official* foster youth student.

Access Methodology

For primary service area census data, 5-year 2012 American Community Survey (ACS) estimates were used. Primary service area cities were selected if a majority of community college students within a city enrolled at Crafton Hills College; the primary service area cities were determined to be Redlands, Yucaipa, Mentone, Calimesa, and Beaumont. For the Crafton Hills College student population, an unduplicated headcount of students earning a grade on record in academic year 2013-2014 (summer 2013, fall 2013, and spring 2014) was merged with CCCCO MIS data.

Gender. Using ACS Table B01001, the primary service area adult population by gender was calculated for persons who are 18 years old or older.

Age. Using ACS Table B01001, the primary service area adult population by age was calculated for persons who are 18 years old or older. Ages of CHC students were calculated as of the beginning of academic year 2013-2014, which was 5/28/2013.

Ethnicity. Using ACS Table B03002, we calculated the service area population by ethnicity. Persons identifying with a Hispanic ethnicity, except those selecting two or more races, were combined into the Hispanic category. Asian, Native Hawaiian, and Pacific Islander races were combined in the Asian category. Two or more races from Hispanic and Not Hispanic categories were combined together.

Disability. Using ACS Table S1810, the primary service area adult population by ethnicity was calculated for persons who are 18 to 64 years old only.

Economically Disadvantaged. Using ACS Table B17024, we calculated the primary service area adult population for persons who are 18 years old or older and living at less than two (2) times

the federal poverty level. CHC students' economic status was calculated by determining whether a student received financial aid during academic year 2013-2014.

Foster Youth. Using ACS Table B09019, the primary service area foster youth population was calculated.

Veterans. Using ACS Table S2101, the primary service area adult population was calculated by military veteran status.

CAMPUS-BASED RESEARCH

A. Access. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Table A1: ***2013 – 2014 Course Enrollment and Primary Service Area Population by Gender.***

Gender	CHC Student Population		Primary Service Area Adult Population (18+)		Proportionality Index
	#	%	#	%	
Female	3,919	52.1%	66,818	51.9%	1.004
Male	3,590	47.7%	61,862	48.1%	0.992
Unknown	12	0.2%	0	0.0%	
Total	7,521	100.0%	128,680	100.0%	

Table A2: ***2013 – 2014 Course Enrollment and Primary Service Area Population by Ethnicity.***

Ethnicity	CHC Student Population		Primary Service Area Adult Population		Proportionality Index
	#	%	#	%	
Asian	417	5.6%	10,755	6.2%	0.903
African American	343	4.6%	6,437	3.7%	1.243
Hispanic	3,209	42.7%	49,705	28.6%	1.493
Native American	18	0.2%	718	0.4%	0.500
Caucasian	3,140	41.7%	98,565	56.8%	0.734
Two or More Races	368	4.9%	6,961	4.0%	1.225
Missing/Other	26	0.3%	370	0.2%	1.500
Total	7,521	100.0%	173,511	100.0%	

Table A3: ***2013 – 2014 Course Enrollment and Primary Service Area Population by Age.***

Age	CHC Student Population		Primary Service Area Adult Population (18+)		Proportionality Index
	#	%	#	%	
18 – 19	2,653	35.3%	5,887	4.6%	7.674
20 – 24	2,727	36.3%	10,987	8.5%	4.271
25 – 29	949	12.6%	11,598	9.0%	1.400
30 – 34	458	6.1%	10,868	8.4%	0.726
35 – 39	245	3.3%	11,355	8.8%	0.375
40 – 49	310	4.1%	22,953	17.8%	0.230
50 or older	179	2.4%	55,032	42.8%	0.056
Total	7,521	100.0%	128,680	100.0%	

Table A4*: 2013 – 2014 Course Enrollment and Primary Service Area Population by Disability.*

Disability	CHC Student Population		Primary Service Area Adult Population (18-64)		Proportionality Index
	#	%	#	%	
No	7,186	95.5%	96,334	91.3%	1.046
Yes	335	4.5%	9,157	8.7%	0.517
Total	7,521	100.0%	128,680	100.0%	

Table A5: ***2013 – 2014 Course Enrollment and Primary Service Area Population by Economic Status.***

Economically Disadvantaged	CHC Student Population		Primary Service Area Adult Population (18+)		Proportionality Index
	#	%	#	%	
No	3,400	45.2%	99,673	79.1%	0.571
Yes	4,121	54.8%	26,286	20.9%	2.622
Total	7,521	100.0%	125,959	100.0%	

Table A6: ***2013 – 2014 Course Enrollment and Primary Service Area Population by Foster Status.***

Foster Youth	CHC Student Population		Primary Service Area Population		Proportionality Index
	#	%	#	%	
No	7,467	99.3%	173,388	99.9%	0.994
Yes	54	0.7%	123	0.01%	70.00
Total	7,521	100.0%	173,511	100.0%	

Table A7*: 2013 – 2014 Course Enrollment and Primary Service Area Population by Veteran Status.*

Veteran	CHC Student Population		Primary Service Area Adult Population (18+)		Proportionality Index
	#	%	#	%	
No	7,271	96.7%	118,191	91.9%	1.052
Yes	250	3.3%	10,348	8.1%	0.407
Total	7,521	100.0%	128,539	100.0%	

Analysis

Gender: Crafton Hills College (CHC) serves approximately the same proportion of females and males in comparison to the representation in the primary service area adult population.

Ethnicity: CHC students represent a higher proportion of Hispanics, African-Americans, and individuals reporting two or more races compared to the representation of these groups in the primary service area population. Conversely, CHC serves a lower proportion of Caucasian students in comparison to the primary service area population. In addition, CHC also serves a marginally lower percentage of Native American students relative to the primary service area population.

Age: Crafton Hills College serves a higher proportion of students who are 18-29 and a lower proportion of students aged 30 or older, which is typical for a college environment.

Disability: Crafton Hills College serves a lower proportion of students with disabilities in comparison to the primary service area population.

Economically Disadvantaged: Crafton Hills College serves a much higher proportion of students who are economically disadvantaged in comparison to the representation in the primary service area population.

Foster Youth: Crafton Hills College serves a slightly higher proportion of students who are foster youth in comparison to the representation in the primary service area population.

Veterans: Crafton Hills College serves a lower proportion of students who are military veterans in comparison to the representation in the primary service area population. Further analysis revealed that 77.7% of military veterans in the primary service area population are Vietnam era, Korean War, and World War II veterans.

CAMPUS-BASED RESEARCH

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

Table B1: ***2013 – 2014 Course Success by Gender, 80% Rule Ratio, and Effect Size.***

Gender	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
Female	13,103	17,636	74.3%	Reference Group	
Male	11,468	15,923	72.0%	96.9	-.05
Unknown	39	49	79.6%		
Total	24,610	33,608	73.2%		

Table B1.A: ***2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Gender and Proportionality Index.***

Gender	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
Female	17,636	52.5	13,103	53.2	1.013
Male	15,923	47.4	11,468	46.6	0.983
Unknown	49	0.1	39	0.2	
Total	33,608	100.0	24,610	100.0	

Table B2*: 2013 – 2014 Course Success by Ethnicity, 80% Rule Ratio, and Effect Size.*

Ethnicity	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
Asian	1,418	1,863	76.1%	99.0	-.02
African American	1,847	2,663	69.4%	90.2	-.18
Hispanic	10,096	14,436	69.9%	90.9	-.16
Native American	500	668	74.9%	97.4	-.05
Caucasian	10,677	13,879	76.9%	Reference Group	
Missing	72	99	72.7%	94.5	-.10
Total	24,610	33,608	73.2%		

Table B2.A: *2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Ethnicity and Proportionality Index.*

Ethnicity	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
Asian	1,863	5.5	1,418	5.8	1.055
African American	2,663	7.9	1,847	7.5	.949
Hispanic	14,436	43.0	10,096	41.0	.953
Native American	668	2.0	500	2.0	1.000
Caucasian	13,879	41.3	10,677	43.4	1.051
Missing	99	0.3	72	0.3	1.000
Total	33,608	100.0	24,610	100.0	

Table B3*: 2013 – 2014 Course Success by Age, 80% Rule Ratio, and Effect Size.*

Age	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
19 or younger	8,652	12,197	70.9%	83.8	-.30
20-24	9,936	13,667	72.7%	85.9	-.27
25-29	2,906	3,776	77.0%	91.0	-.18
30-34	1,243	1,635	76.0%	89.8	-.21
35-39	655	840	78.0%	92.2	-.17
40-49	762	954	79.9%	94.4	-.12
50 and above	456	539	84.6%	Reference Group	
Total	24,610	33,608	73.2%		

Table B3.A*: 2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Age and Proportionality Index.*

Age	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
19 or younger	12,197	36.3	8,652	35.2	.970
20-24	13,667	40.7	9,936	40.4	.992
25-29	3,776	11.2	2,906	11.8	1.054
30-34	1,635	4.9	1,243	5.1	1.041
35-39	840	2.5	655	2.7	1.080
40-49	954	2.8	762	3.1	1.107
50 and above	539	1.6	456	1.9	1.188
Total	33,608	100.0	24,610	100.0	

Table B4: *2013 – 2014 Course Success by Disability Status, 80% Rule Ratio, and Effect Size.*

Disability Status	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
No	23,558	32,195	73.2%	98.3	-.03
Yes	1,052	1,413	74.5%	Reference Group	
Total	24,610	33,608	73.2%		

Table B4.A: ***2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Disability Status and Proportionality Index.***

Disability Status	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
No	32,195	95.8	23,558	95.7	1.0
Yes	1,413	4.2	1,052	4.3	1.0
Total	33,608	100.0	24,610	100.0	

Table B5: ***2013 – 2014 Course Success by Economic Status, 80% Rule Ratio, and Effect Size.***

Economically Disadvantaged	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
No	9,436	12,550	75.2	Reference Group	
Yes	15,174	21,058	72.1	95.9	-.07
Total	24,610	33,608	73.2		

Table B5.A: ***2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Economic Status and Proportionality Index.***

Economically Disadvantaged	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
No	12,550	37.3	9,436	38.3	1.03
Yes	21,058	62.7	15,174	61.7	.98
Total	33,608	100.0	24,610	100.0	

Table B6: ***2013 – 2014 Course Success by Foster Youth Status, 80% Rule Ratio, and Effect Size.***

Foster Youth	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
No	24,490	33,363	73.4%	Reference Group	
Yes	120	245	49.0%	66.8	-.55
Total	24,610	33,608	73.2%		

Table B6.A: ***2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Foster Youth Status and Proportionality Index.***

Foster Youth	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
No	33,363	99.3	24,490	99.5	1.00
Yes	245	0.7	120	0.5	.71
Total	33,608	100.0	24,610	100.0	

Table B7: ***2013 – 2014 Course Success by Veteran Status, 80% Rule Ratio, and Effect Size.***

Veteran	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
No	23,676	32,408	73.1	94.0	.11
Yes	934	1,200	77.8	Reference Group	
Total	24,610	33,608	73.2%		

Table B7.A: ***2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Veteran Status and Proportionality Index.***

Veteran	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
No	32,408	96.4	23,676	96.2	1.0
Yes	1,200	3.6	934	3.8	1.1
Total	33,608	100.0	24,610	100.0	

Analysis

Gender: The course success rate was slightly higher for females (74%) than males (72%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Ethnicity: Caucasian students had the highest success rate (77%) and were the reference group. When we compared all of the other ethnic groups to Caucasians, none of the ethnic groups had a substantially lower success rate according to all three indices. Students are not disproportionately impacted on course success by ethnicity. At the same time, African American students had almost a substantially (Cohen's d = -.18) lower success rate (69%) than Caucasian (77%) students; however, both the 80% rule ratio and the proportionality index were above 90.

Age: Students 50 years old or older had the highest success rate (80%) and were the reference group. When comparing the age groups to students 50 years old or older, we found that none of the age groups had a substantially lower success rate in two or more of the indices. Students are not disproportionately impacted on course success by age. At the same time, students 19 years old or younger (71%), 20 – 24 years old (73%), and 30 – 34 years old (76%) all had a substantially (Cohen's d > -.20) lower success rate than students 50 years old or older; however, none of the 80% rule ratios were below 80 and all of the proportionality indices were above 90.

Disability: The course success rate was slightly higher for students with a disability (75%) than for students not identified as having a disability (73%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Economically Disadvantaged: The course success rate was slightly higher for students who were not identified as being economically disadvantaged (75%) than for students who were economically disadvantaged (72%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Foster Youth: Foster youth students appear to be disproportionately impacted on course success. All three indices indicated that foster youth students are substantially less likely to complete their courses (49%) than students not so identified (73%).

Veterans: The course success rate was higher for student veterans (78%) than for students who were not veterans (73%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

CAMPUS-BASED RESEARCH

C. Basic Skills and Developmental Completion. CCCCO Basic Skills Throughput Rate: Ratio of the number of students by population group who complete a transfer level course within three years after having completed their first developmental math or English course at Crafton Hills compared to the number of students who completed such a final course.

Math Basic Skills Throughput Rate

Table C1: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Gender, 80% Rule Ratio, and Effect Size.***

Gender	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
Female	191	616	31.0	Reference Group	
Male	159	570	27.9	90.0	-.07
Total	350	1,186	29.5		

Table C1.A: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Gender and Proportionality Index.***

Gender	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
Female	616	51.9	191	54.6	1.1
Male	570	48.1	159	45.4	.94
Total	1,186	100.0	350	100.0	

Table C2: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Ethnicity, 80% Rule Ratio, and Effect Size.***

Ethnicity	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
Asian	19	54	35.2	Reference Group	
African American	6	43	14.0	39.8	-.48
Hispanic	144	533	27.0	76.7	-.18
Native American	2	9	22.2	63.1	-.27
Caucasian	154	488	31.6	89.8	-.08
Multi-Ethnicity	23	60	38.3		
Total	348	1,187	29.3		

Table C2.A: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Ethnicity and Proportionality Index.***

Ethnicity	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
Asian	54	4.5	19	5.5	1.2
African American	43	3.6	6	1.7	.47
Hispanic	533	44.9	144	41.4	.92
Native American	9	0.8	2	0.6	.75
Caucasian	488	41.1	154	44.3	1.1
Multi-Ethnicity	60	5.1	23	6.6	1.3
Total	1,187	100.0	348	100.0	

Table C3: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Age, 80% Rule Ratio, and Effect Size.***

Age	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
19 or younger	246	731	33.7	86.1	-.11
20-24	93	238	39.1	Reference Group	
25-29	32	88	36.4	93.1	-.06
30-34	5	39	12.8	32.7	-.55
35-39	3	18	16.7	42.7	-.46
40-49	8	29	27.6	70.6	-.24
50 and above	2	13	15.4	39.4	-.49
Total	389	1,156	33.7		

Table C3.A: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Age and Proportionality Index.***

Age	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
19 or younger	731	63.2	246	63.2	1.0
20-24	238	20.6	93	23.9	1.2
25-29	88	7.6	32	8.2	1.1
30-34	39	3.4	5	1.3	.38
35-39	18	1.6	3	0.8	.50
40-49	29	2.5	8	2.1	.82
50 and above	13	1.1	2	0.5	.46
Total	1,156	100.0	389	100.0	

Table C4: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Disability Status, 80% Rule Ratio, and Effect Size.***

Disability Status	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	332	1,097	30.3	72.3	-.25
Yes	39	93	41.9	Reference Group	
Total	371	1,190	31.2		

Table C4.A: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Disability Status and Proportionality Index.***

Disability Status	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	1,097	92.2	332	89.5	.97
Yes	93	7.8	39	10.5	1.3
Total	1,190	100.0	371	100.0	

Table C5: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Economically Disadvantaged Status (BOG Fee Waiver), 80% Rule Ratio, and Effect Size.***

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	238	500	47.6	Reference Group	
Yes	177	510	34.7	72.9	-.26
Total	415	1,010	41.1		

Table C5.A: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Economically Disadvantaged Status (BOG Fee Waiver) and Proportionality Index.***

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	500	49.5	238	57.3	1.2
Yes	510	50.5	177	42.7	.85
Total	1,010	100.0	415	100.0	

Table C5.B*: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Economically Disadvantaged Status (Cal B or C, CARE, Pell, or SEOG), 80% Rule Ratio, and Effect Size.*

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	238	500	47.6	Reference Group	
Yes	148	414	35.7	75.0	-.24
Total	386	914	42.2		

Table C5.C: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Economically Disadvantaged Status (Cal B or C, CARE, Pell, or SEOG) and Proportionality Index.***

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	500	54.7	238	61.7	1.1
Yes	414	45.3	148	38.3	.85
Total	914	100.0	386	100.0	

Table C5.D: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Economically Disadvantaged Status (Scholarship), 80% Rule Ratio, and Effect Size.***

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	238	500	47.6	54.4	-.80
Yes	7	8	87.5	Reference Group	
Total	245	508	48.2		

Table C5.E: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Economically Disadvantaged Status (Scholarship) and Proportionality Index.***

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	500	98.4	238	97.1	.99
Yes	8	1.6	7	2.9	1.8
Total	508	100.0	245	100.0	

Table C5.F: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Economically Disadvantaged Status (Work Study Student), 80% Rule Ratio, and Effect Size.***

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	238	500	47.6	87.3	-.14
Yes	6	11	54.5	Reference Group	
Total	244	511	47.7		

Table C5.G: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Economically Disadvantaged Status (Work Study Student) and Proportionality Index.***

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	500	97.8	238	97.5	1.0
Yes	11	2.2	6	2.5	1.1
Total	511	100.0	244	100.0	

Table C6: ***Fall 2013 to Spring 2014 Math Basic Skills Improvement Rate by Foster Youth Status, 80% Rule Ratio, and Effect Size.***

Foster Youth	# Improved	Cohort #	Improvement Rate	80% Rule Ratio	Effect Size
No	350	853	41.0	NA	NA
Yes	0	3	0.0	NA	NA
Total	350	856	40.9		

Table C6.A: ***Fall 2013 to spring 2014 Proportion of the Number in the Math Cohort and Basic Skills Improvement Number by Foster Youth Status and Proportionality Index.***

Foster Youth	Cohort		Improvement		Proportionality Index
	#	Column %	#	Column %	
No	853	99.6	350	100.0	1.0
Yes	3	0.4	0	0.0	NA
Total	856	100.0	350	100.0	

Table C7: ***Fall 2013 to Spring 2014 Math Basic Skills Improvement Rate by Veteran Status, 80% Rule Ratio, and Effect Size.***

Veteran	# Improved	Cohort #	Improvement Rate	80% Rule Ratio	Effect Size
No	340	827	41.1	Reference Group	
Yes	10	29	34.5	83.9	.13
Total	350	856	40.9		

Note: The math improvement rate refers to the number of students who successfully completed a developmental level math course in fall 2013 and successfully completed the next highest level math course in spring 2014.

Table C7.A: ***Fall 2013 to spring 2014 Proportion of the Number in the Math Cohort and Basic Skills Improvement Number by Veteran Status and Proportionality Index.***

Veteran	Cohort		Improvement		Proportionality Index
	#	Column %	#	Column %	
No	827	96.6	340	97.1	1.0
Yes	29	3.4	10	3.9	1.1
Total	856	100.0	350	100.0	

Note: The math improvement rate refers to the number of students who successfully completed a developmental level math course in fall 2013 and successfully completed the next highest level math course in spring 2014.

English Basic Skills Throughput Rate

Table C8*: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Gender, 80% Rule Ratio, and Effect Size.*

Gender	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
Female	226	452	50.0	Reference Group	
Male	164	379	43.3	86.6	-.13
Total	390	831	46.9		

Table C8.A: *2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Gender and Proportionality Index.*

Gender	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
Female	452	54.4	226	57.9	1.1
Male	379	45.6	164	42.1	.92
Total	831	100.0	390	100.0	

Table C9: *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Ethnicity, 80% Rule Ratio, and Effect Size.*

Ethnicity	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
Asian	26	46	56.5	Reference Group	
African American	11	34	32.4	57.3	-.48
Hispanic	182	405	44.9	79.5	-.23
Native American	1	2	50.0	88.5	-.13
Caucasian	146	300	48.7	86.2	-.16
Multi-Ethnicity	22	41	53.7	95.0	-.06
Total	388	828	46.9		

Note: Groups chosen as the reference group had to have 50 or more cases in the cohort and be the highest rate.

Table C9.A: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Ethnicity and Proportionality Index.***

Ethnicity	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
Asian	46	5.6	26	6.7	1.2
African American	34	4.1	11	2.8	.69
Hispanic	405	48.9	182	46.9	.96
Native American	2	0.2	1	0.3	1.1
Caucasian	300	36.2	146	37.6	1.0
Multi-Ethnicity	41	5.0	22	5.7	1.1
Total	828	100.0	388	100.0	

Table C10: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Age, 80% Rule Ratio, and Effect Size.***

Age	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
19 or younger	276	523	52.8	Reference Group	
20-24	67	128	52.3	99.1	-.01
25-29	26	57	45.6	86.4	-.14
30-34	8	23	34.8	65.9	-.36
35-39	3	14	21.4	40.5	-.63
40-49	7	24	29.2	55.3	-.47
50 and above	5	10	50.0	94.7	-.06
Total	392	779	50.3		

Table C10.A: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Age and Proportionality Index.***

Age	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
19 or younger	523	67.1	276	70.4	1.0
20-24	128	16.4	67	17.1	1.0
25-29	57	7.3	26	6.6	.91
30-34	23	3.0	8	2.0	.69
35-39	14	1.8	3	0.8	.43
40-49	24	3.1	7	1.8	.58
50 and above	10	1.3	5	1.3	.99
Total	779	100.0	392	100.0	

Table C11: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Disability Status, 80% Rule Ratio, and Effect Size.***

Disability Status	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	364	750	48.5	Reference Group	
Yes	28	69	40.6	83.7	-.16
Total	392	819	47.9		

Table C11.A: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Disability Status and Proportionality Index.

Disability Status	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	750	91.6	364	92.9	1.1
Yes	69	8.4	28	7.1	.85
Total	819	100.0	392	100.0	

Table C12: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Economically Disadvantaged Status (BOG Fee Waiver), 80% Rule Ratio, and Effect Size.***

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	190	393	48.3	Reference Group	
Yes	201	425	47.3	97.9	-.02
Total	391	818	47.8		

Table C12.A: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Economically Disadvantaged Status (BOG Fee Waiver) and Proportionality Index.***

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	393	48.0	190	48.6	1.0
Yes	425	52.0	201	51.4	.99
Total	818	100.0	391	100.0	

Table C12.B: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Economically Disadvantaged Status (Cal B or C, CARE, Pell, or SEOG), 80% Rule Ratio, and Effect Size.***

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	190	393	48.3	92.2	-.08
Yes	152	290	52.4	Reference Group	
Total	342	683	50.1		

Table C12.C: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Economically Disadvantaged Status (Cal B or C, CARE, Pell, or SEOG) and Proportionality Index.***

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	393	57.5	190	55.6	.97
Yes	290	42.5	152	44.4	1.1
Total	683	100.0	342	100.0	

Table C12.D: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Economically Disadvantaged Status (Scholarship), 80% Rule Ratio, and Effect Size.***

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	190	393	48.3	Reference Group	
Yes	2	5	40.0	82.8	-.17
Total	192	398	48.2		

Table C12.E: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Economically Disadvantaged Status (Scholarship) and Proportionality Index.***

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	393	98.7	190	99.0	1.0
Yes	5	1.3	2	1.0	.83
Total	398	100.0	192	100.0	

Table C12.F: ***2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Economically Disadvantaged Status (Work Study Student), 80% Rule Ratio, and Effect Size.***

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	190	393	48.3	Reference Group	
Yes	4	10	40.0	82.8	-.17
Total	194	403	48.1		

Table C12.G: ***2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Economically Disadvantaged Status (Work Study Student) and Proportionality Index.***

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	393	97.5	190	97.9	1.0
Yes	10	2.5	4	2.1	.83
Total	403	100.0	194	100.0	

Table C13: ***Fall 2013 to Spring 2014 English Basic Skills Improvement Rate by Foster Youth Status, 80% Rule Ratio, and Effect Size.***

Foster Youth	# Improved	Cohort #	Improvement Rate	80% Rule Ratio	Effect Size
No	351	548	64.1	96.1	-.05
Yes	2	3	66.7	Reference Group	
Total	353	551	64.1		

Table C13.A: ***Fall 2013 to spring 2014 Proportion of the Number in the English Cohort and Basic Skills Improvement Number by Foster Youth Status and Proportionality Index.***

Foster Youth	Cohort		Improvement		Proportionality Index
	#	Column %	#	Column %	
No	548	99.5	351	99.4	1.0
Yes	3	0.5	2	0.6	1.2
Total	551	100.0	353	100.0	

Table C14: ***Fall 2013 to spring 2014 English Basic Skills Improvement Rate by Veteran Status, 80% Rule Ratio, and Effect Size.***

Veteran	# Improved	Cohort #	Improvement Rate	80% Rule Ratio	Effect Size
No	349	544	64.2	Reference Group	
Yes	4	7	57.1	88.9	-.15
Total	353	561	62.9		

Note: The English improvement rate refers to the number of students who successfully completed a developmental level English course in fall 2013 and successfully completed the next highest level English course in spring 2014.

Table C14.A: ***Fall 2013 to spring 2014 Proportion of the Number in the English Cohort and Basic Skills Improvement Number by Veteran Status and Proportionality Index.***

Veteran	Cohort		Improvement		Proportionality Index
	#	Column %	#	Column %	
No	544	98.7	349	98.9	1.0
Yes	7	1.3	4	1.1	.85
Total	551	100.0	353	100.0	

Note: The English improvement rate refers to the number of students who successfully completed a developmental level English course in fall 2013 and successfully completed the next highest level English course in spring 2014.

Analysis

Gender: The math and English throughput rates were slightly higher for females (31% and 50%, respectively) than the male throughput rates (28% and 43% respectively). However, the differences were not substantial as indicated by the 80% rule, effect size, and proportionality index. At the same time, males had a lower (Cohen's d = -.13) English throughput rate (43%) than females (50%).

Ethnicity: The ethnic group with the highest math (35%) and English (57%) throughput rates were Asian students. African American students were disproportionately impacted for both the math (14%) and English (32%) throughput rates when compared to the Asian reference group. At the same time, Hispanic students almost had a substantially (Cohen's *d* = -.18) lower math throughput rate (27%) than Asian students (35%). In addition, Hispanic students had a substantially (Cohen's *d* = -.23) lower English throughput rate; however, both the 80% rule ratio and proportionality thresholds were met.

Age: Students 20 – 24 years old had the highest math throughput rate (39%) and were the reference group. Three of the age groups had fewer than 30 students and were therefore excluded from the disproportionate impact analysis (35-39, 40-49 and 50 years or older). All three indices indicated that 30 – 34 year old students were disproportionately impacted on the math throughput rate. Specifically, 30 – 34 year old students (13%) had a substantially (Cohen's *d* = -.55) lower success rate than the 20 – 24 year old students (39%).

Students 19 years old or younger had the highest English throughput rate (53%) and were the reference group. Four of the age groups had fewer than 30 students and were excluded from the disproportionate impact analysis (30-34, 35-39, 40-49 and 50 years or older). None of the other age groups were disproportionately impacted.

Disability: The math throughput rate was substantially (Cohen's *d* = .25) higher for students with a disability (42%) than for students not identified as having a disability (30%). Students identified as having a disability were not disproportionately impacted on the math throughput rate.

Only the proportionality index (.85) indicated that students identified with a disability were disproportionately impacted on the English throughput rate. Specifically, students not identified as having a disability had a higher English throughput rate (49%) than students who were identified as having a disability (41%).

Economically Disadvantaged: The number of students in each economically disadvantaged cohort was large enough to examine disproportionate impact for students who received a BOG Fee Waiver or students who received a Cal B or C, CARE, Pell, or SEOG financial aid award. All three indices indicated that students who received a BOG Fee Waiver were

disproportionately impacted on the math throughput rate. Specifically, students who received a BOG Fee Waiver had a substantially (Cohen's d = -.26) lower math throughput rate (35%) than students who were not identified as being economically disadvantaged (48%). All three indices also indicated that students who received a Cal B or C, CARE, Pell, or SEOG financial aid award were disproportionately impacted on the math throughput rate. Students who received a Cal B or C, CARE, Pell, or SEOG financial aid award had a substantially (Cohen's d = -.24) lower math throughput rate (36%) than students who were not identified as being economically disadvantaged (48%).

All three indices indicated that disproportionate impact did not occur for the English throughput rate by economically disadvantaged status.

Foster Youth: There were not enough foster youth identified to examine disproportionate impact. Foster youth students have only been tracked since 2012 and only three foster youth students had taken a developmental math or English course in fall 2013.

Veterans: Since military veteran student status was not identified in the CCCCO Basic Skills Throughput Rate Data Mart, the basic skills improvement rate from fall 2013 to spring 2014 was examined for CHC student veterans. The results indicated that disproportionate impact did not occur for veterans for both the math and English improvement rates. However, students not identified as veterans had a higher math improvement rate (41%) than veterans (35%). In addition, students not identified as veterans also had a higher English improvement rate (64%) than veterans (57%). These differences do not rise to the level of disproportionate impact.

CAMPUS-BASED RESEARCH

D. Degree and Certificate Completion. Student Scorecard Measure: The percentage of first-time degree and/or transfer-seeking students (i.e. minimum of 6 units earned who attempted any math or English in the first three years) tracked for six years from 2007-08 to 2012-13 who completed a degree or certificate.

Table D1: ***2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Gender, 80% Rule Ratio, and Effect Size.***

Gender	# Earned Deg/Cert	# in Cohort	Completion Rate	80% Rule Ratio	Effect Size
Female	500	2,569	19.5	Reference Group	
Male	323	2,211	14.6	74.9	-.13
Unknown	45	263	17.1	87.7	-.06
Total	868	5,043	17.2		

Table D1.A: ***2007 – 2008 to 2012 - 2013 Proportion of Students in the Degree/Certificate Completion Cohort and Degree/Certificate Completions by Gender and Proportionality Index.***

Gender	Degree/Certificate Cohort		Earned Degree/Certificate		Proportionality Index
	#	Column %	#	Column %	
Female	2,569	50.9	500	57.6	1.1
Male	2,211	43.8	323	37.2	.85
Unknown	263	5.2	45	5.2	.99
Total	5,043	100.0	868	100.0	

Table D2: ***2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Ethnicity, 80% Rule Ratio, and Effect Size.***

Ethnicity	# Earned Deg/Cert	# in Cohort	Completion Rate	80% Rule Ratio	Effect Size
Asian	56	272	20.6	Reference Group	
African American	22	166	13.3	64.6	-.19
Hispanic	174	1,232	14.1	68.4	-.18
Native American	9	64	14.1	68.4	-.16
Caucasian	524	2,857	18.3	88.8	-.06
Missing	83	452	18.4	89.3	-.06
Total	868	5,043	17.2		

Table D2.A: ***2007 – 2008 to 2012 - 2013 Proportion of Students in the Degree/Certificate Completion Cohort and Degree/Certificate Completions by Ethnicity and Proportionality Index.***

Ethnicity	Degree/Certificate Cohort		Earned Degree/Certificate		Proportionality Index
	#	Column %	#	Column %	
Asian	272	5.4	56	6.5	1.2
African American	166	3.3	22	2.5	.77
Hispanic	1,232	24.4	174	20.0	.82
Native American	64	1.3	9	1.0	.82
Caucasian	2,857	56.7	524	60.4	1.1
Missing	452	9.0	83	9.6	1.1
Total	5,043	100.0	868	100.0	

Table D3: ***2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Age, 80% Rule Ratio, and Effect Size.***

Age	# Earned Deg/Cert	# in Cohort	Completion Rate	80% Rule Ratio	Effect Size
19 or younger	722	4,004	18.0	80.0	-.12
20-24	49	478	10.3	45.8	-.37
25-29	23	161	14.3	63.6	-.22
30-34	12	84	14.3	63.6	-.21
35-39	20	89	22.5	Reference Group	
40-49	31	144	21.5	95.6	-.02
50 and above	4	33	12.1	53.8	-.26
Total	861	4,993	17.2		

Table D3.A: ***2007 – 2008 To 2012 - 2013 Proportion of Students in the Degree/Certificate Completion Cohort and Degree/Certificate Completions by Age and Proportionality Index.***

Age	Degree/Certificate Cohort		Earned Degree/Certificate		Proportionality Index
	#	Column %	#	Column %	
19 or younger	4,004	80.2	722	83.9	1.0
20-24	478	9.6	49	5.7	.59
25-29	161	3.2	23	2.7	.83
30-34	84	1.7	12	1.4	.83
35-39	89	1.8	20	2.3	1.3
40-49	144	2.9	31	3.6	1.2
50 and above	33	0.7	4	0.5	.70
Total	4,993	100.0	861	100.0	

Table D4: ***2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Disability Status, 80% Rule Ratio, and Effect Size.***

Disability Status	# Earned Deg/Cert	# in Cohort	Completion Rate	80% Rule Ratio	Effect Size
No	824	4,762	17.3	Reference Group	
Yes	44	281	15.7	90.8	-.04
Total	868	5,043	17.2		

Table D4.A*: 2007 – 2008 To 2012 - 2013 Proportion of Students in the Degree/Certificate Completion Cohort and Degree/Certificate Completions by Disability Status and Proportionality Index.*

Disability Status	Degree/Certificate Cohort		Earned Degree/Certificate		Proportionality Index
	#	Column %	#	Column %	
No	4,762	94.4	824	94.9	1.0
Yes	281	5.6	44	5.1	.91
Total	5,043	100.0	868	100.0	

Table D5: *2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Economic Status, 80% Rule Ratio, and Effect Size.*

Economically Disadvantaged	# Earned Deg/Cert	# in Cohort	Completion Rate	80% Rule Ratio	Effect Size
No	421	2,674	15.7	83.1	-.08
Yes	447	2,369	18.9	Reference Group	
Total	868	5,043	17.2		

Table D5.A*: 2007 – 2008 To 2012 - 2013 Proportion of Students in the Degree/Certificate Completion Cohort and Degree/Certificate Completions by Economic Status and Proportionality Index.*

Economically Disadvantaged	Degree/Certificate Cohort		Earned Degree/Certificate		Proportionality Index
	#	Column %	#	Column %	
No	2,674	53.0	421	48.5	.92
Yes	2,369	47.0	447	51.5	1.1
Total	5,043	100.0	868	100.0	

Table D6*: 2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Veteran Status, 80% Rule Ratio, and Effect Size.*

Veteran	# Earned Deg/Cert	# in Cohort	Completion Rate	80% Rule Ratio	Effect Size
No	864	5,027	17.2	68.8	-.21
Yes	4	16	25.0	Reference Group	
Total	868	5,043	17.2		

Table D6.A: *2007 – 2008 To 2012 - 2013 Proportion of Students in the Degree/Certificate Completion Cohort and Degree/Certificate Completions by Veteran Status and Proportionality Index.*

Veteran	Degree/Certificate Cohort		Earned Degree/Certificate		Proportionality Index
	#	Column %	#	Column %	
No	5,027	99.7	864	99.5	1.0
Yes	16	0.3	4	0.5	1.5
Total	5,043	100.0	868	100.0	

Analysis

Gender: The degree and certificate completion rate was higher for females (20%) than males (15%). Both the 80% rule ratio and the proportionality index indicated that males were disproportionately impacted on the degree and certificate completion rate when compared to females. Specifically, the male completion rate is less than 75% of the female completion rate and male students are proportionately less likely to earn a degree or certificate than females.

Ethnicity: Asian students had the highest degree and certificate completion rate (21%) and were therefore the reference group. Compared to Asians, African American (13%), Hispanic (14%), and Native American (14%) students have lower degree and certificate completion rates. Both the 80% rule ratio and the proportionality index indicated that African American, Hispanic, and Native American students were disproportionately impacted on the degree and certificate completion rate compared to Asian students.

Age: Students aged 35 – 39 years comprised the reference group, with a degree and certificate completion rate of 23 percent. Compared to students 35 – 39 years old, the remaining age groups had lower degree and certificate completion rates across all three indices. The data showed there is disproportionate impact for students aged 20 – 24 (10%), 25 – 29 (14%), 30 – 34 (14%), and students 50 years old or older (12%).

Disability: The degree and certificate completion rate was slightly higher for students not identified as having a disability (17%) than for students identified as having a disability (16%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Economically Disadvantaged: The degree and certificate completion rate was slightly higher for students who were identified as being economically disadvantaged (19%) than for students who were not identified as being economically disadvantaged (16%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Foster Youth: It was not possible to identify a large enough sample of foster youth students to analyze disproportionate impact on the degree and certificate completion rate outcome.

Veterans: The degree and certificate completion rate was substantially (Cohen's d = .21) higher for students identified as veterans (25%) than for students who were not identified veterans (17%). However, only 16 veterans were included in the cohort.

CAMPUS-BASED RESEARCH

E. Transfer. Student Scorecard Measure: The percentage of first-time degree and/or transfer-seeking students (i.e. minimum of 6 units earned who attempted any math or English in the first three years) tracked for six years from 2007-08 to 2012-13 who transferred to four-year institution.

Table E1: ***2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Gender, 80% Rule Ratio, and Effect Size.***

Gender	# Transferred	# in Cohort	Transfer Rate	80% Rule Ratio	Effect Size
Female	802	2,569	31.2	Reference Group	
Male	622	2,211	28.1	90.1	-.07
Unknown	77	263	29.3	93.9	-.04
Total	1,501	5,043	29.8		

Table E1.A: ***2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and Transfers by Gender and Proportionality Index.***

Gender	Transfer Cohort		Transferred		Proportionality Index
	#	Column %	#	Column %	
Female	2,569	50.9	802	53.4	1.0
Male	2,211	43.8	622	41.4	.95
Unknown	263	5.2	77	5.1	.98
Total	5,043	100.0	1,501	100.0	

Table E2: ***2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Ethnicity, 80% Rule Ratio, and Effect Size.***

Ethnicity	# Transferred	# in Cohort	Transfer Rate	80% Rule Ratio	Effect Size
Asian	97	272	35.7	Reference Group	
African American	43	166	25.9	72.6	-.21
Hispanic	274	1,232	22.2	62.3	-.31
Native American	21	64	32.8	91.9	-.06
Caucasian	916	2,857	32.1	89.8	-.08
Missing	150	452	33.2	93.0	-.05
Total	1,501	5,043	29.8		

Table E2.A: ***2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and Transfers by Ethnicity and Proportionality Index.***

Ethnicity	Transfer Cohort		Transferred		Proportionality Index
	#	Column %	#	Column %	
Asian	97	6.5	272	5.4	.84
African American	43	2.9	166	3.3	1.1
Hispanic	274	18.3	1,232	24.4	1.3
Native American	21	1.4	64	1.3	.91
Caucasian	916	61.0	2,857	56.7	.93
Missing	150	10.0	452	9.0	.90
Total	1,501	100.0	5,043	100.0	

Table E3*: 2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Age, 80% Rule Ratio, and Effect Size.*

Age	# Transferred	# in Cohort	Transfer Rate	80% Rule Ratio	Effect Size
19 or younger	1,290	4,004	32.2	Reference Group	
20-24	110	478	23.0	71.5	-.20
25-29	30	161	18.6	57.9	-.29
30-34	19	84	22.6	70.2	-.21
35-39	19	89	21.3	66.3	-.23
40-49	19	144	13.2	41.0	-.41
50 and above	1	33	3.0	9.4	-.63
Total	1,488	4,993	29.8		

Table E3.A: *2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and Transfers by Age and Proportionality Index.*

Age	Transfer Cohort		Transferred		Proportionality Index
	#	Column %	#	Column %	
19 or younger	4,004	80.2	1,290	86.7	1.1
20-24	478	9.6	110	7.4	.77
25-29	161	3.2	30	2.0	.63
30-34	84	1.7	19	1.3	.76
35-39	89	1.8	19	1.3	.72
40-49	144	2.9	19	1.3	.44
50 and above	33	0.7	1	0.1	.14
Total	4,993	100.0	1,488	100.0	

Table E4: *2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Disability Status, 80% Rule Ratio, and Effect Size.*

Disability Status	# Transferred	# in Cohort	Transfer Rate	80% Rule Ratio	Effect Size
No	1,449	4,762	30.4	Reference Group	
Yes	52	281	18.5	60.9	-.26
Total	1,501	5,043	29.8		

Table E4.A: ***2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and Transfers by Disability Status and Proportionality Index.***

Disability Status	Transfer Cohort		Transferred		Proportionality Index
	#	Column %	#	Column %	
No	4,762	94.4	1,449	96.5	1.0
Yes	281	5.6	52	3.5	.62
Total	5,043	100.0	1,501	100.0	

Table E5: ***2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Economic Status, 80% Rule Ratio, and Effect Size.***

Economically Disadvantaged	# Transferred	# in Cohort	Transfer Rate	80% Rule Ratio	Effect Size
No	856	2,674	32.0	Reference Group	
Yes	645	2,369	27.2	85.1	-.10
Total	1,501	5,043	29.8		

Table E5.A: ***2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and Transfers by Economic Status and Proportionality Index.***

Economically Disadvantaged	Transfer Cohort		Transferred		Proportionality Index
	#	Column %	#	Column %	
No	2,674	53.0	856	57.0	1.1
Yes	2,369	47.0	645	43.0	.92
Total	5,043	100.0	1,501	100.0	

Table E6: ***2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Veteran Status, 80% Rule Ratio, and Effect Size.***

Veteran	# Transferred	# in Cohort	Transfer Rate	80% Rule Ratio	Effect Size
No	1,496	5,027	29.8	95.2	-.03
Yes	5	16	31.3	Reference Group	
Total	1,501	5,043	29.8		

Table E6.A: ***2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and Transfers by Veteran Status and Proportionality Index.***

Veteran	Transfer Cohort		Transferred		Proportionality Index
	#	Column %	#	Column %	
No	5,027	99.7	1,496	99.7	1.0
Yes	16	0.3	5	0.3	1.1
Total	5,043	100.0	1,501	100.0	

Analysis

Gender: The transfer rate was higher for females (31%) than males (28%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Ethnicity: With a transfer rate of 26%, Asian students formed the reference group. Compared to the reference group, African American (26%) and Hispanic (22%) students have significantly lower transfer rates using the 80% rule ratio and the effect size index as indices of disproportionality.

Age: Students 19 years old or younger had the highest transfer rate (32%) and were the reference group. When comparing the other age groups every student 20 years old or older appeared to be disproportionately impacted when their transfer rate was compared to students who were 19 years old or younger. All three indices indicated that students who were 20 years old or older were disproportionately impacted when compared to students 19 years old or younger. However, students 19 years old or younger may be more likely to have an educational goal of transfer than students who are 20 years old or older.

Disability: The transfer rate was substantially higher for students not identified as having a disability (30%) than for students identified as having a disability (18%). All three indices indicated that the difference was substantial.

Economically Disadvantaged: The transfer rate was slightly higher for students who were not identified as being economically disadvantaged (32%) than for students who were identified as being economically disadvantaged (27%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Foster Youth: It wasn't possible to identify a large enough sample of foster youth students to analyze disproportionate impact on the transfer rate outcome.

Veterans: The transfer rate was slightly higher for students who were identified as veterans (31%) than for students who were identified as not being a veteran (30%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

GOALS AND ACTIVITIES

The Crafton Hills College Student Equity Plan's goals, objectives, and actions were developed based on feedback received from the entire campus. The Vice President of Student Services and Dean of Institutional Effectiveness, Research, and Planning attended nine meetings: the Academic Senate, Student Senate, Faculty Chairs, Student Success, Engagement, Equity, and Enrollment Management (SSEEM)Committee, Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC), Student Services Council, two Student Services meetings, and one open forum. At each of these meetings the student equity data was presented and members were asked to identify the gaps that they felt were most in need of institutional intervention, and to brainstorm strategies to close the gaps for the top three objectives. The information generated in these meetings was used to inform the Crafton Hills College Student Equity Plan.

The target for each objective is the minimum increase needed to bring each disproportionately impacted group to parity with the reference group. The methodology for identifying disproportionate impact was identified in the Campus-Based Research Section and is described in greater detail in the Crafton Hills College 2014 Student Equity Data Report. As an illustration, the access targets were set by calculating the proportion of students needed to exceed the .90 proportional index threshold, and the other outcome targets were set by calculating the percentage of students needed to exceed the 80% rule ratio. In instances where the increase to meet the 80% threshold was less than 2%, the overall rate was used to set the target.

The College has identified responsibility centers for each activity in the plan. All activities that intersect the academic and professional matters accorded to the Academic Senate will be fulfilled in close consultation with that body, and will only be implemented with the Senate's support.

GOALS AND ACTIVITIES

A. Student Success Indicator for Access

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

GOAL A. Serve a higher proportion of veterans, the disabled, 20-24, 30-34, and 35-39 year olds in the Crafton Hills College Primary Service Area.

ACTIVITY A.1 (Please include the target date in chronological order and identify the responsible person/group for each activity): The activities are illustrated in the tables below.

EXPECTED OUTCOMES A.1.1-A.1.4: The expected outcomes are to increase the access of 30-34 year olds from 6.1% to 7.6% and to increase the access of 35-39 year olds from 3.3% to 7.9%.

Objective A.1.1: Increase the access of 30-34 year olds from 6.1% to 7.6%. **Objective A.1.2**: Increase the access of 35-39 year olds from 3.3% to 7.9%. **Action Steps** *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?*
Step 1: Conduct segmentation modeling research to identify the courses and majors that 30-39 year old CHC students are most interested in taking.	Dean, Institutional Effectiveness, Research, and Planning	March 2015
Step 2: Conduct target marketing research using GIS and US Census data, the environmental scan data, and market to Espaniola and Urban Cliff-Climbers.	Dean, Institutional Effectiveness, Research, and Planning Director of Marketing	March 2015
Step 3: Increase and offer sections at non-traditional times (i.e. online, night, Friday's, and weekends.	Vice President Instruction	February 2016
Step 4: Develop a comprehensive degree, certificate, and/or transfer program in online, evening, Friday, and weekend formats that allows completion within two years.	Vice President Instruction	June 2016
Step 5: Develop and implement a re-entry program.	Dean, Student Services, Counseling, and Matriculation	June 2016
Step 6: Provide student support and instructional services (i.e. counseling, DSPS, EOPS, Admissions & Records, Student Life, career services, tutoring, Library and child care) at non-traditional times and formats.	Dean, Student Services, Counseling, and Matriculation Dean, Student Services and Student Development	May 2016
Step 7: Develop pathway options that include courses on career choice, college re-entry, parenting skills, and family financial planning.	Vice President, Instruction, Curriculum Committee, Chair of Counseling	December 2016
Step 8: Develop a working adult cohort program that includes an end date for completing a specific program.	Vice President Instruction, Deans of Instruction, Faculty	May 2016
Step 9: Increase the number and type of short-term/compressed course offerings.	Vice President Instruction, Deans of Instruction, Faculty	May 2016
Step 10: Develop and offer a BA Degree and make courses available online.	Vice President Instruction, Deans of Instruction, Faculty	May 2016

Objective A.1.3: Increase the access of veterans from 3.3% to 7.3%. **Action Steps** *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?*
Step 1: Connect with local VA hospitals to promote educational opportunities at CHC	Dean, Student Services/Student Support	May 2015
Step 2: Conduct segmentation modeling research to identify the courses and majors that veteran CHC students are most interested in taking.	Dean, Institutional Effectiveness, Research and Planning	May 2015
Step 3: Advertise the programs identified from the research and from talking to VA hospitals on Omnitrans buses, various local military bases, and on CHC website.	Dean, Student Services/Student Support	December 2015
Step 4: Create more diverse degree and certificate options for veterans.	Vice President Instruction in collaboration with Dean, Student Services/Student Support	May 2016
Step 5: Increase veterans' access to workshops and mental health services.	Dean, Student Success and Support	May 2015
Step 6: Develop and offer recovery classes for veterans.	Vice President Instruction	May 2016
Step 7: Create a veterans center at CHC.	Dean Student Services/Student Support	May 2016

Objective A.1.4: Increase the access of the disabled from 4.5% to 7.8%. **Action Steps** *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?*
Step 1: Conduct outreach with Special Education Local Plan Areas, Resource Special Programs, Adult Education providers and community organizations serving qualified individuals with disabilities	DSPS Staff and Faculty	May 2016
Step 2: Provide expanded SOA^{3}R to assure qualified groups of individuals with disabilities can participate.	Dean, Student Success and Support	June 2015
Step 3: Provide professional development opportunities to faculty and staff regarding universal design of curriculum, instruction, and service[ii]	Dean, Student Success and Support Coordinator, Professional Development	December 2016
Step 4: Investigate the implementation of Adaptive PE courses	Dean, Student Success and Support Health and Kinesiology Faculty	December 2015
Step 5: Establish a robust adaptive technology system on campus including a dedicated High Tech Center and appropriate equipment and software throughout campus.	Dean, Student Success and Support	December 2016
Step 6: Develop and expand in-reach and outreach activities and ensure the timely processing of requests for services.	Dean, Student Success and Support	December 2015

GOALS AND ACTIVITIES

B. Student Success Indicator for Course Completion

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

GOAL B. Improve the success rate of CHC foster youth students.

ACTIVITY B.1 (Please include the target date in chronological order and identify the responsible person/group for each activity): The activities are illustrated in the table below.

EXPECTED OUTCOME B.1.1: The expected outcome is to increase the course success rate of foster youth students from 49.0% to 58.7%.

Objective B.1.1: Increase the course success of foster youth students from 49.0% to 58.7%. **Action Steps** *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?*
Step 1: Develop a specialized orientation for Foster Youth	Director, EOPS/CARE, CalWORKS	December 2015
Step 2: Connect foster youth with support services, including Financial Aid, EOPS, Counseling, and Health and Wellness Center	Director, EOPS/CARE, CalWORKS	December 2015
Step 3: Engage in the early identification of prospective CHC students who are foster youth by working closely with high schools.	Director, EOPS/CARE, CalWORKS	December 2015
Step 4: Provide counseling, support, referral, and integrated services on and off campus to foster youth.	Director, EOPS/CARE, CalWORKS	December 2015
Step 5: Provide early alert, intrusive support, and follow up services to Foster Youth.	Director, EOPS/CARE, CalWORKS	December 2015
Step 6: Provide intensive academic support to Foster Youth enrolled in basic skills courses.	Dean, Math, English, Reading and Instructional Support with Director, EOPS/CARE/CalWORKS	May 2016
Step 7: Develop a program to connect Foster Youth with student organizations, peers and employee mentors	Director, EOPS/CARE/CalWORKS and Director, Student Life	May 2016
Step 8: Develop professional development workshops to better inform staff and faculty about the social and educational barriers that face foster youth	Coordinator, Professional Development with Counseling and EOPS Staff	May 2016

GOALS AND ACTIVITIES

C. Student Success Indicator for ESL and Basic Skills Completion

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

GOAL C. Increase the English throughput rate of African American and Hispanic students and increase the math throughput rate of African American and economically disadvantaged students.

ACTIVITY C.1 (Please include the target date in chronological order and identify the responsible person/group for each activity): The activities are illustrated in the tables below.

EXPECTED OUTCOME C.1.1-C.1.4: The expected outcomes are to increase the English throughput rate of African American students from 32.4% to 45.2%, the English throughput rate of Hispanic students from 44.9.0% to 46.9%, the math throughput rate of African American students from 14.0% to 28.2%, and the math throughput rate of economically disadvantaged students from 34.7% to 38.1%.

Objective C.1.1: Increase the English throughput rate of African American students from 32.4% to 45.2%. **Objective C.1.2**: Increase the English throughput rate of Hispanic students from 44.9.0% to 46.9%. **Action Steps** *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?*
Step 1: Implement the principles of universal design at CHC[iii] (e.g. instruct all basic skills and developmental students in the use of Read and Write Gold)	Coordinator of Professional Development with faculty	December 2016
Step 2: Adopt the use of culturally relevant course materials in reading and English courses.[iv]	Vice President of Instruction	December 2015
Step 3: Provide professional development opportunities to increase faculty expertise in cultural competency,	Coordinator of Professional Development	December 2016
Step 4: Provide professional development to faculty in the use of Reading Apprenticeship techniques [v]	Coordinator of Professional Development	June 2015
Step 5: Provide fiscal support for faculty to work with K-12 on curricular alignment	Vice President Instruction	December 2016
Step 6: Explore the development of Puente and Tumaini programs	Vice President Student Services	December 2016
Step 7: Attach supplemental instruction, tutoring, and/or lab courses to all basic skills English courses	Vice President Instruction	December 2016
Step 8: Increase the use of learning communities that focus on African American and Hispanic literatures, histories, and social issues	Deans of Instruction	December 2016
Step 9: Fully implement the use of Early Alert in all basic skills courses	Dean of Student Success and Support	May 2016
Step 10: Attach intrusive advising to basic skills courses	Dean of Math, English, Reading, and Instructional Support Dean of Student Success and Support	June 2016
Step 11: Implement a campus wide effort to require students to begin taking Math and English during their first semester at CHC	Vice President of Instruction and Vice President of Student Services	June 2016

Objective C.1.3: Increase the math throughput rate of African American students from 14.0% to 28.2%. **Objective C.1.4**: Increase the math throughput rate of economically disadvantaged students from 34.7% to 38.1% **Action Steps** *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?*
Step 1: Provide fiscal support for faculty to work with K-12 on curricular alignment	Vice President Instruction	December 2016
Step 2: Attach supplemental instruction, tutoring, and/or lab courses to all basic skills mathematics courses	Vice President Instruction	December 2016
Step 3: Offer an adequate number and variety of math sections to promote student completion of mathematics sequences	Vice President Instruction	December 2016
Step 4: Provide mathematics instruction in a variety of formats (e.g. accelerated, modularized, open entry, stacked, flipped) to ensure alignment with students' learning styles and scheduling needs	Mathematics Faculty	May 2016
Step 5: Provide low-cost textbook and technology options.	Vice President Instruction	May 2016
Step 6: Provide professional development in culturally relevant teaching techniques to all faculty who work with basic skills mathematics students.[vi]	Professional Development Coordinator	May 2016
Step 7: Contextualize math instruction so that students understand how math is applied in the real world.	Dean of Math, English, Reading and Instructional Support with Faculty	May 2016
Step 8: Fully implement the use of Early Alert in all basic skills courses	Vice President of Instruction	May 2016
Step 9: Attach intrusive advisement to all basic skills courses [vii]	Dean of Student Success and Support	June 2016
Step 10: Require students to begin taking Math and English during their first semester at CHC	Vice President of Instruction and Vice President of Student Services	June 2016

GOALS AND ACTIVITIES

D. Student Success Indicator for Degree and Certificate Completion

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

GOAL D. Increases the degree/certificate completion rate of males, African American, Hispanic, Native American, and students 20 – 34 years old.

ACTIVITY D.1 (Please include the target date in chronological order and identify the responsible person/group for each activity): The activities are illustrated in the tables below.

EXPECTED OUTCOME D.1.1-D.1.7: The expected outcomes are to increase the degree/certificate completion rate of males from 14.6% to 17.2%, of African American students from 13.3% to 16.5%, of Hispanic students from 14.1% to 16.5%, of Native American students from 14.1% to 16.5%, of 20-24 year old students from 10.3% to 17.2%, of 25-29 year old students from 14.3% to 18.0%, and of 30-34 year old students from 14.3% to 18.0%.

Objective D.1.1: Increase the degree/certificate completion rate of males from 14.6% to 17.2%. **Objective D.1.2**: Increase the degree/certificate completion rate of African American students from 13.3% to 16.5%. **Objective D.1.3**: Increase the degree/certificate completion rate of Hispanic students from 14.1% to 16.5%. **Objective D.1.4**: Increase the degree/certificate completion rate of Native American students from 14.1% to 16.5%. **Action Steps** *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?*
Step 1: Develop CHC graduate/student mentor program	Director, Student Life	May 2016
Step 2: Communicate to students the relationship between earning a certificate/degree and potential salary.	Dean, Student Success and Support and Director, Financial Aid	December 2015
Step 3: Communicate to students the jobs that are most likely available within their particular field of study on a regular basis.	Vice President, Instruction with Instructional Deans	May 2016
Step 4: Automatically award degrees and certificates when students have completed the requirements	Vice President Instruction and Vice President Student Services	May 2016
Step 5: Create support services, mentoring, and cohort communities that include males, African American, Hispanic, and Native American students.	Dean, Student Success and Support Instructional Deans	May 2016
Step 6: Develop clear pathways to certificate/degree completion.	Dean, Student Success and Support Instructional Deans	May 2016
Step 7: Require students to have an informed educational plan to register.	Dean, Student Success and Support	May 2015
Step 8: Develop a schedule that allows students to complete certificate/degree programs within 2 years	Vice President Instruction Vice President Student Services	December 2017
Step 9: Develop and implement a completion campaign.	Vice President Instruction Vice President Student Services Director, Marketing and Public Information	December 2015
Step 10: Partner with four-year universities that are recruiting non-traditional students.	Vice President Student Services	May 2015

Objective D.1.5: Increase the degree/certificate completion rate of 20-24 year old students from 10.3% to 17.2%. **Objective D.1.6**: Increase the degree/certificate completion rate of 25-29 year old students from 14.3% to 18.0%. **Objective D.1.7**: Increase the degree/certificate completion rate of 30-34 year old students from 14.3% to 18.0%. **Action Steps** *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?*
Step 1: Survey the age group to identify their interests and use to inform course offerings and target marketing.	Dean of the Office of Institutional Effectiveness, Research and Planning	May 2015
Step 2: Work with employers to identify training needs and develop certificates and degrees based on the information learned.	Instructional Deans	December 2015
Step 3: Offer sections at campus satellite sites and in the work place.	Vice President Instruction	May 2016
Step 4: Offer more online, Friday, weekend, and evening classes.	Vice President Instruction	May 2016
Step 5: Increase the level of services offered at non-traditional times (e.g.: child care, counseling, tutoring, library, etc.)	Vice President Student Services Vice President Instruction	May 2016
Step 6: Develop degree and certificate programs that can be completed at non-traditional times (weekend and/or online only).	Vice President Instruction	May 2016

GOALS AND ACTIVITIES

E. Student Success Indicator for Transfer

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

GOAL E. Increase the transfer rate of African American, Hispanic, and students 20 – 24 years old.

ACTIVITY E.1 (Please include the target date in chronological order and identify the responsible person/group for each activity): The activities are illustrated in the tables below.

EXPECTED OUTCOME E.1.1-.1.3: The expected outcomes are to increase the transfer rate of African American students from 14.3% to 18.0%, of Hispanic students from 14.3% to 18.0%, and of 20-24 year old students from 14.3% to 18.0%.

Objective E.1: Increase the transfer rate of African American students from 25.9% to 28.6%. **Objective E.2**: Increase the transfer rate of Hispanic students from 22.2% to 28.6%. **Action Steps** *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?*
Step 1: Assess students' career interest and develop an aligned educational plan	Career Counselor	May 2015
Step 2: Develop transfer workshops designed specifically for students enrolled in basic skills courses.	Transfer Center Coordinator	December 2016
Step 3: Increase the use of Early Alert.	Vice President Instruction	May 2016
Step 4: Provide professional development that teaches instructors how to incorporate universal design concepts in the classroom [viii] and to use culturally responsive teaching techniques[ix]	Professional Development Coordinator DSPS Faculty	December 2016
Step 5: Develop and implement intrusive instructional and student support programming.	Dean Student Success and Support	December 2016
Step 6: Increase access to tutoring services and implement a system that requires participation, if needed.	Dean of Math, English, Reading and Instructional Support	December 2015
Step 7: Develop and implement a process of mandatory counseling	Dean of Student Success and Support	May 2016
Step 8: Expand effective programs such as fast track math courses, Left Lane, and others.	Vice President Instruction Vice President Student Services	May 2016
Step 9: Expand strategies to streamline pathways from high school, through Crafton Hills College, to four-year universities.	Dean Student Success and Support Vice President Student Services	May 2016

Objective E.1.3: Increase the transfer rate of 20-24 year old students from 23.0% to 25.8%. **Action Steps** *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When?*
Step 1: Provide professional development to faculty to help students develop assignments that connect career goals to in-class assignments.	Professional Development Coordinator Career Counselor	May 2016
Step 2: Develop process for assessing students' career interests and use to inform development of SEP.	Career Counselor	May 2015
Step 3: Expand the transfer center services and provide more support to students (e.g.: essay writing workshops for transfer applications).	Transfer Center Coordinator	May 2016
Step 4: Require students to follow their SEPs to maintain priority registration.	Dean, Student Success and Support	December 2015
Step 5: Ensure every student has a complete SEP.	Dean, Student Success and Support	May 2015
Step 6: Create and offer a scholarship/transfer course and encourage transfer students to take the course.	Chair, Counseling and Counseling Faculty	May 2015
Step 7: Develop a three-year schedule based on SEPs and ensure that planned courses are available.	Vice President Student Services Vice President Instruction	May 2017
Step 8: Offer high demand classes at non-traditional times.	Vice President Instruction	May 2016
Step 9: Using the SEP, encourage students to attend both CHC and Valley to complete the work necessary to transfer.	Director, Marketing and Public Information	December 2015

BUDGET

SOURCES OF FUNDING

The table below shows the anticipated expenditures of 2014-15 Equity funds, the college contribution, and ongoing costs attributable to Equity funds for subsequent years.

Crafton Hills College Student Equity Plan: Budget and Sources of Funding							
Expenditure and Description	FTEF	2014-15 Cost	2014-15 Match		Annual Cost	Alignment	
		Equity Funds	SSSP	Other	Equity Funds	Objective(s)	Step(s)
Research Assistant	**0.25**	$11,000	$20,048	$40,096	$20,048	A.1.1 & 1.2	1, 2
salary and benefits, 6 mos, 2014-15						A.1.3	2
						D.1.5, 1.6 & 1.7	1
Professional Development Coordinator	**0.50**	$25,000	$0	$50,000	$50,000	A.1.4	3
						B.1.1	8
salary and benefits, 6 mos, 2014-15						C.1.1 & 1.2	1, 2
						C.1.3 & 1.4	6
						E.1.1 & 1.2	4
Benefits, Foster Youth Counselor	**1.00**	$11,000	$0	$0	$22,000	B.1.1	1,2,3,4
6 mos. 2014-15							
Professional Development		$25,000	$10,000	$7,105	$10,700	A.1.4	3,5
travel, conference, speakers						B.1.1	8
						C.1.1 & 1.2	1
						C.1.3 & 1.4	7
						E.1.1 & 1.2	4
Tutoring		$150,748	$0	$90,216	$100,000	A.1.1 & 1.2	6
supplemental instruction, group tutoring, zero-unit labs, summer bridge						B.1.1	6
						C.1.3 & 1.4	2,8
						D.1.5, 1.6 & 1.7	5
						E.1.1 & 1.2	6,8
Student Success Advisor	**0.50**	$17,500	$17,500		$35,000	C.1.3 & C.1.4	10
salary and benefits, 6 mos, 2014-15						D.1.5, 6 & 7	5
						E.1.1 & 1.2	3,5
Re-Entry Counselor	**0.25**	$12,500	$0	$75,000	$25,000	A.1.1 & 1.2	5
salary and benefits, 6 mos, 2014-15							
Distance Education and Alternative Learning Coordinator	**0.50**	$25,000	$0	$0	$50,000	A.1.1, 1.2	3,4,7,8,9, 10
backfill, 100% faculty release to develop DE programs and support services						A.1.3	4,6
						A.1.4	4
						C.1.1 & 1.2	1
						C.1.3 & 1.4	1,4,11
						D.1.5, 1.6 & 1.7	3,4,6
						E.1.1 & 1.2	8, 9
						E.1.3	6,7,8
Total		**$277,748**			**$277,748**		

EVALUATION SCHEDULE AND PROCESS

The Student Success, Equity, and Enrollment Management Committee (SSEEM) and the Office of Institutional Effectiveness, Research, and Planning will conduct annual formative and summative reviews to assess our progress toward meeting the College's equity goals, and to monitor our progress toward implementing our planned activities.

During the summer of each year the OIERP will conduct a summative review of the College's progress toward meeting its equity objectives in each of the five focal areas: (1) Access, (2) Course Success, (3) Basic Skills Throughput Rate, (4) Degree/Certificate Completion Rate, and (5) Transfer Rate. The results of the analysis will be shared with the SSEEM Committee and the College in the fall and will be used to inform the development of further strategies to eliminate access and achievement gaps, and to identify additional groups that may be disproportionately impacted. Equally important, the results will be shared with the appropriate programs to inform the planning and program review process. For example, each year the data concerning the math and English basic skills throughput rates will be disaggregated by group and shared with the math and English departments to inform their program reviews.

As part of the summative review, we will track the impact of tutoring services, foster youth counseling, student success advising, re-entry counseling, and distance education on the success and access of our disproportionately impacted groups.

The SSEEM Committee will elicit progress reports from the individuals responsible for each activity. Any barriers to the completion of planning activities will be addressed by the SSEEM Committee, and action will be taken to remedy them.

ENDNOTES

[i] Michalowski, L. (2014). *Updated student equity plan*. California Community Colleges Chancellor's Office (CCCCO).

[ii] Baurhoo, N.; Asghar, A. (2014). *Using universal design for learning to construct inclusive science classrooms for diverse learners*. Learning Landscapes, 7 (2), 59- 80.

[iii] Baurhoo, N.; Asghar, A. (2014). *Using universal design for learning to construct inclusive science classrooms for diverse learners*. Learning Landscapes, 7 (2), 59- 80.

[iv] Ladson-Billings, G. (1992). *Culturally relevant teaching: the key to making multicultural education work*. In C.A. Grant (Ed.), Research and Multicultural Education, 106-121. London: Falmer Press.

[v] Lesmeister, M.B. (2010). *Teaching adults to read with reading apprenticeship*. CTE and Literacy, 222.acteonline.org, 28-32.

[vi] Ladson-Billings, G. (1994). *Culturally relevant teaching: the key to making multicultural education work*. In C.A. Grant (Ed.), Research and Multicultural Education (pp. 106-121). London: Falmer Press.

[vii] Center for Community College Student Engagement (2012). A Matter of Degrees: Promising Practices for Community College Student Success (*A First Look*). Austin, TX: The University of Texas at Austin, Community College Leadership Program.

[viii] Baurhoo, N.; Asghar, A. (2014). *Using universal design for learning to construct inclusive science classrooms for diverse learners*. Learning Landscapes, 7 (2), 59- 80.

[ix] Ladson-Billings, G. (1994). *Culturally relevant teaching: the key to making multicultural education work*. In C.A. Grant (Ed.), Research and Multicultural Education (pp. 106-121). London: Falmer Press.