1

2
3
4
5

6

7

8

9

Crafton Hills College
Student Equity Plan

10

11

12
13
14
15
16
17

December 18, 2015

TABLE OF CONTENTS

CRAFTON HILLS COLLEGE

Student Equity Plan

SIGNATURE PAGE

District: San Bernardino Community College District

Date Approved by Board of Trustees: November 12, 2015

College President: _____

Dr. Cheryl A. Marshall

Vice President of Student Services: _____

Dr. Rebeccah Warren-Marlatt

Vice President of Instruction: _____

Dr. Bryan Reece

Academic Senate President: _____

Professor Denise Allen Hoyt

Student Equity Coordinator/Contact Person: _____

Dr. Rebeccah Warren-Marlatt, Vice President, Student Services

Student Equity Coordinator/Contact Person: _____

Dr. Bryan Reece, Vice President, Instruction

35 <div align="center">**EXECUTIVE SUMMARY**</div>

36

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

41 **Introduction**

42 Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 people of all ages,

43 interests, and backgrounds have enrolled at the College. Crafton Hills College currently serves

44 approximately 5,500 students. Located in the beautiful rolling hills of Yucaipa, Crafton Hills

45 College offers more than 38 majors in the liberal arts and sciences, career and technical

46 studies. With its imaginative architecture and spectacular surroundings, the atmosphere of the

47 College is designed to promote community, reflection, growth and learning.

48

49 An emphasis on diversity, inclusion, and the growth of each individual is clearly stated in the

50 mission, vision, and values of Crafton Hills College.

51

52   •   Mission: *To advance the educational, career, and personal success of our diverse*
53   *campus community through engagement and learning.*

54

55   •   Vision: *Crafton Hills College will be the college of choice for students who seek deep*
56   *learning, personal growth, a supportive community, and a beautiful collegiate setting.*

57

58   •   Values: *Crafton Hills College values academic excellence, inclusiveness, creativity, and*
59   *the advancement of each individual.*

60

61 Crafton Hills College demonstrates a commitment to equity and diversity through its major

62 planning processes, curriculum and instructional programs, services and programming,

63 professional development and hiring practices, and research and evaluation priorities.

64 *Planning Processes.* Several major planning documents at Crafton Hills College cite inclusion,

65 diversity, and equity as institutional priorities.

66   •   The institution's values include inclusiveness and the advancement of each individual.
67   •   Goal 2.1 of the Educational Master Plan is to "Seek, welcome, and respect diversity, and
68   promote inclusiveness." Objective 2.1.2 is to "Improve the inclusiveness of targeted

69   programs in which at least one student demographic group is significantly
70   underrepresented."
71   • The 2010-2013 Enrollment Management Plan, calls for the disaggregation of student data
72   by race, ethnicity, gender, disability, and financial disadvantage to ensure the
73   development and delivery of effective interventions for all CHC students.
74   • The 2011 equity report showed that females had higher course completion rates than
75   males. African American, Native American, and Hispanic students had lower course
76   completion rates than white students, and students with disabilities were less likely to
77   complete their courses than their nondisabled peers. Students who qualified for financial
78   aid were less likely than those who did not receive financial aid to complete their courses.
79   The results were similar across groups for English and mathematics basic skills and
80   developmental course completion rates.
81
82 *Curriculum and Teaching.* The CHC general education pattern includes a diversity and
83 multicultural course requirement. Diversity courses can be found in the following disciplines:
84 Anthropology, Arabic, ASL, Communication Studies, English, French, History, Humanities,
85 Japanese, Religion, Russian, Spanish, and Sociology.

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

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

96   • Cinco De Mayo
97   • Dia De Los Muertos
98   • Wa'at Native American Days
99   • Operation Glitter Drag Show, a Benefit for Foothill Aids
100   • The Laramie Project, a Theatre Arts production
101   • Arts Day
102   • Art Gallery Exhibits with themes of diversity

103   • Day of Advocacy, sponsored by the Communication Studies Department
104   • Arabic Celebration
105   • Multicultural Day
106   • Theater Arts Events, e.g. *Diversity in the I.E.; Including You: IE*

107

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

111

112   *Hiring Practices and Professional Development.* According to a recent District staffing plan,
113   the College's full and part time Hispanic student headcount represented 42.69 percent of the
114   student population, while the Hispanic staff count and Hispanic faculty counts represented only
115   8.76 and 9.06 percent, of these respective groups. In order to align with the District and College
116   values of inclusiveness and diversity, the College and the District is working collaboratively to
117   increase Hispanic representation in the staff and faculty.

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

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

132   The College regularly evaluates placement instruments to validate their effectiveness and
133   minimize biases. The Mathematics Department reviewed cut scores and conducted a content
134   validation assessment in 2011. In 2013 the mathematics cut scores were again examined. The
135   department is working collaboratively with the Office of Institutional Effectiveness, Research
136   and Planning (OIERP) to identify educational background measures that are predictive of

137 success in mathematics courses. The English department conducted a content and cut score
138 validation study in 2013. Disproportionate impact is assessed in all assessment and placement
139 studies).

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

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

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

156

157

158

159

160

161

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
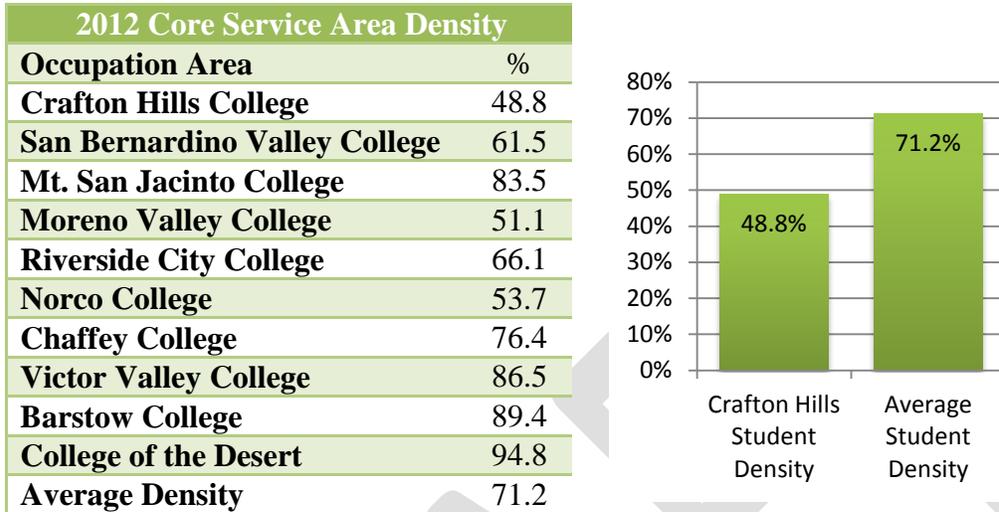
162

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

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

175

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
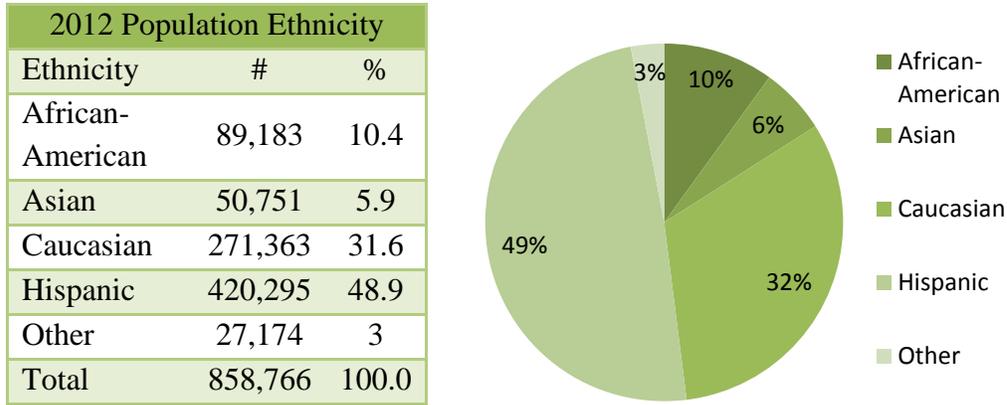
176

177 Relative to all county residents, the CHC service area population has lower annual income. As
178 Figure 4 shows, the median household income of those in CHC's service area was $54,853 in
179 2012 compared to the San Bernardino and Riverside county medians of $56,703 and $59,109,
180 respectively. The number of residents earning less than $40,000 per year totaled 36.4 percent,
181 while those earning incomes greater than $100,000 totaled 21 percent.

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

187

188

189

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
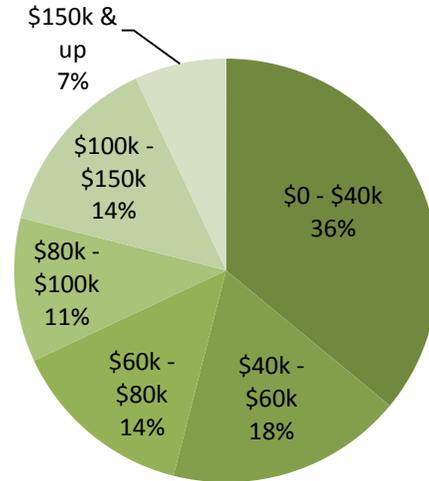
190

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
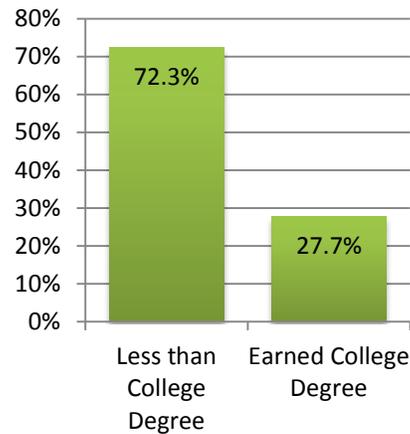
191 **Target Groups**

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

193 outcome.

194 **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		

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

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

209 **Goals**
210 Equity and institutional planning will focus on six major goals.

211 1. Increase access for individuals with disabilities, military veterans, Native Americans, and
212   students aged 30 and above.
213 2. Improve course success rates among foster youth.
214 3. Increase mathematics throughput rates among African American and economically
215   disadvantaged students, and students in their early 30's.
216 4. Increase English throughput rates among African American and Hispanic students.
217 5. Increase degree and certificate completion rates among males, African Americans,
218   Hispanics, Native Americans, and students aged 20-34.

219   6.   Increase transfer rates among African Americans, Hispanics, and students aged 20 and
220   above.

221   **Activities**
222   The College will conduct targeted outreach to individuals with disabilities military veterans,
223   students with disabilities, Naïve Americans, and those ages 30 and over, and will develop
224   programs that welcome and support these groups.

225   The College will develop weekend, online, and/or hybrid delivery methods to better serve
226   students in the 30 and above age range.

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

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

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

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

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

239   **Student Equity Funding and Other Resources**

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

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

Resource	Description	Equity Funds	Student Success	Other Source*
.25 Research Assistant	Salary and benefits for ongoing equity research and the disaggregation of institutional data	40,868	40,868	
.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	55,893		
.25 Counselor (Foster Youth)	Benefits for an EOPS counselor whose responsibility will include programming for Foster Youth	32,612		
Professional Development	Speakers, training, workshops, and conference attendance for professional development that addresses CHC's disproportionately impacted populations	25,000		
Tutoring/Instructional Support	Embedded Tutoring: supplemental instruction, group tutoring, zero-unit labs, summer bridge	200,000		
.25 Re-Entry Counselor	Salary and benefits for .25 counselor to provide services and programming for re-entry students	55,235	55,235	
Distance Education Coordinator	Backfill, 100% faculty release to develop DE, weekend, and evening programs and support services	61,200		
.5 Student Success Advisor	Follow up, intrusive advisement	38,504	38,504	
Innovation Grants	Equity-Related pilot funding for one-year.	14,858		
Total		**472,172**		

242   *Other sources of funding include Basic Skills, General Fund, and other Categorical funds.

16

243 ## Contact Person/Student Equity Coordinator

244 Reflecting the importance of equity throughout the institution, Crafton Hills College has

245 appointed joint Student Equity Coordinators: Dr. Rebeccah Warren-Marlatt, Vice President of

246 Student Services, and Dr. Bryan Reece, Vice President of Instruction.

Rebeccah Warren-Marlatt, Ed.D.   Bryan Reece, Ph.D.
Vice President, Student Services   Vice President of Instruction
Crafton Hills College   Crafton Hills College
11711 Sand Canyon Road   11711 Sand Canyon Road
Yucaipa, CA 92399-1799   Yucaipa, CA 92399-1799
O: (909) 389-3355   O: (909) 389-3202
C: (951) 201-4434   C: (909) 815-9449
rmarla@sbccd.cc.ca.us   breece@sbccd.cc.ca.us

247 # PLANNING COMMITTEE AND COLLABORATION

248 ## Role of the Student Success, Equity, and Enrollment Management (SSEEM) Committee

249 The Student Success, Equity, and Enrollment Management Committee is charged with

250 developing and overseeing the Student Success Plan, the Student Equity Plan, and the

251 Enrollment Management Plan for the college. Relying on quantitative and qualitative research

252 and the results of student learning assessments, the SSEEM committee uses an evidence-based

253 approach in planning recruitment, admission, retention, and student support services and

254 programs to promote the success of all students. The Student Success, Equity, and Enrollment

255 Management committee meets twice per month.

256 ## Membership of the SSEEM Committee

Name	Title/Department	Department/Division Represented
Larry Aycock	Coordinator	Admissions and Records
Ben Mudgett	Evaluator	Admissions and Records
Rick Hogrefe	Dean	Arts and Science
Vacant		Arts and Science
Robert McAttee	Department Chair	Counseling
Kathy Wilson	Admin Assistant	Counseling, Student Success
June Yamamoto	Dean	Career/Technical Education
Vacant		Career/Technical Education
Luis Mondragon	Tutoring	Tutoring
Jonathan Townsend	Tutoring	Tutoring
Alicia Hallex	Student Svs Tech	DSPS
Rejoice Chavira	Director	EOPS/CARE/CalWORKS/Foster Youth

Name	Title/Department	Department/Division Represented
John Muskavitch	Director	Financial Aid
Mark Snowhite	Dean	Math, English, Reading, Instr Support
Keith Wurtz	Dean	Research and Planning
Ericka Paddock	Director	Student Life
Debbie Bogh	Coordinator	Title V Grant
Ernesto Rivero	Counselor	STEM Title III Grant
Ryan Bartlett	Faculty, English	Math, English, Reading, Instr Support
Lynn Lowe	Faculty, Reading	Math, English, Reading, Instr Support
Dean Papas	Faculty, English	Math, English, Reading, Instr Support
Scott Rippy	Faculty, Math	Math, English, Reading, Instr Support
Sherri Wilson	Faculty, Math	Math, English, Reading, Instr Support
Kirsten Colvey	Dean	Student Svs/Counseling and Student Success
Joe Cabrales	Dean	Student Svs/Student Support
Bryan Reece	Vice President	Instruction
Rebeccah Warren-Marlatt	Vice President	Student Services
Gary Williams	Faculty, Coord.	Honors Institute
		Student
		Student

257

Planning Process

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

271

272 A draft of the plan was sent to the entire campus via email for comment. The Dean of Math,
273 English, and Instructional Support, a former English professor, reviewed the plan for technical
274 errors. The committee reviewed and approved the final plan and forwarded it to the Crafton
275 Council, and then to the Board of Trustees for approval.

276

277 The target for each objective is the minimum increase needed to bring each disproportionately
278 impacted group to parity with the reference group. The methodology for identifying
279 disproportionate impact was identified in the Campus-Based Research Section and is described
280 in greater detail in the Crafton Hills College 2014 Student Equity Data Report. As an

281 illustration, the access targets were set by calculating the proportion of students needed to exceed
282 the .90 proportional index threshold, and the other outcome targets were set by calculating the
283 percentage of students needed to exceed the 80% rule ratio. In instances where the increase to
284 meet the 80% threshold was less than 2%, the overall rate was used to set the target.
285
286 The College has identified responsibility centers for each activity in the plan. All activities that
287 intersect the academic and professional matters accorded to the Academic Senate will be fulfilled
288 in close consultation with that body, and will only be implemented with the Senate's support.
289
290

291   **METHOD: ASSESSMENT OF DISPROPORTIONATE IMPACT**
292

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

297 **80% Rule**

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

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

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

313 **Proportionality Index**

314 The proportionality index "…compares the percentage of a disaggregated subgroup in an initial
315 cohort to its own percentage in the resultant outcome group" (Michalowski, 2014). The
316 proportionality index is calculated by dividing the column percentage in the outcome group by
317 the column percentage in the original cohort. A ratio of 1.0 indicates that the subgroup is present
318 in the original cohort and in the outcome group at the same rate. A ratio less than 1.0 indicates
319 that the subgroup is less prevalent in the outcome group, and a ratio greater than 1.0 indicates
320 that the subgroup is more prevalent in the outcome group. Disproportionate impact may be
321 present if the ratio is less than 1.0. Disproportionate impact was considered to be present if the
322 ratio was less than .90.

323 **Effect Size**

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

332 **Indicator Definitions**

333 *Economically Disadvantaged Status*. The Student Scorecard methodology was used to identify
334 students who were economically disadvantaged for the basic skills, degree and certificate
335 completion, and transfer outcomes. Students who met any of the following criteria were
336 identified as economically disadvantaged:
337 - Student is a participant in the Workforce Investment Act (WIA) – SB26 in the Student
338   Basic (SB) Data Record is equal to "J" and is located in the ST referential file.
339 - The student is an eligible participant in CalWORKs which is determined by having their
340   eligibility status verified by the local County Welfare Department – SC01 in the Student
341   CalWORKs (CW) Data Record is equal to 1, 2, 3, 4, or 6 and is located in the CWA
342   referential file.
343 - The student received financial aid – SF21 in the Student Financial (SF) Aid Data Record
344   is equal to BA, B1, B2, B3, BB, BC, F1, F2, F3, F4, F5, WC, WE, WF, or WU and is
345   located in the FA annual referential file.
346 - A vocational student was identified as being economically disadvantaged – SV03 in the
347   Student VTEA Data Record is equal to 1, 2, 3, or 4 and is located in the SV referential
348   file.
349 When we examined course success, we identified students as economically disadvantaged if they
350 received any form of financial aid at Crafton Hills College in summer 2013, fall 2013, or spring

351   2014. The MIS referential files were not used for course success because the FA annual
352   referential file was not available for the 2013-2014 academic year.

353   *Foster Youth Status*. Students identified as foster youth have, at one time, been in a court-
354   ordered out-of-home placement. Crafton Hills College started tracking whether students were
355   foster youth in 2012 and began reporting foster youth status to the CCCCO in the Special
356   Population (SG) Data Record MIS Referential file in the 2013-2014 academic year. Accordingly,
357   the SG MIS Data Record was used to identify foster youth students for the access and course
358   completion outcome measures. However, this was not possible for the basic skills throughput,
359   degree and certificate completion, and transfer rate measures.
360
361   The following fields in Ellucian were used to identify foster youth status: S02.SSTU.FY.IND,
362   S02.STU.FYC.IND, and S02.SSTU.FYM.IND. First, the field S02.SSTU.FY.IND indicates that
363   the student is a documented foster youth student. Second, the S02.STU.FYC.IND field indicates
364   that Crafton has identified the student as a foster youth student, but the student is not considered
365   an official foster youth student. Finally, the S02.SSTU.FYM.IND field indicates that the State
366   would consider the student a foster youth student, based on the student's application, but the
367   student is also not considered an *official* foster youth student.

368

369   **ACCESS**

370   **Campus-Based Research: Access**

371   **Overview**
372   Our research showed disproportionate impact in the area of access for the following groups:
373   students with disabilities, military veterans, and Native American students. There is also
374   disproportionate impact for students in the over-30 age range.

375   **Indicator Definitions and Data**
376   As stated in the preceding section, the Office of Institutional Effectiveness, Research, and
377   Planning used three indicators to identify disproportionate impact. In order to identify any group
378   as disproportionately impacted, two of the three indicators had to be present. The three
379   indicators selected were the 80% rule, proportionality index, and *Cohen's d* effect size.

380   **Access Methodology**

381   For primary service area census data, 5-year 2012 American Community Survey (ACS)
382   estimates were used. Primary service area cities were selected if a majority of community college
383   students within a city enrolled at Crafton Hills College; the primary service area cities were

384 determined to be Redlands, Yucaipa, Mentone, Calimesa, and Beaumont. For the Crafton Hills
385 College student population, an unduplicated headcount of students earning a grade on record in
386 academic year 2013-2014 (summer 2013, fall 2013, and spring 2014) was merged with CCCCO
387 MIS data.

388

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

391

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

395

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

401

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

404

405 *Economically Disadvantaged*. Using ACS Table B17024, we calculated the primary service area
406 adult population for persons who are 18 years old or older and living at less than two (2) times
407 the federal poverty level. CHC students' economic status was calculated by determining whether
408 a student received financial aid during academic year 2013-2014.

409

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

412

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

415 **Conclusions: Disproportionately Impacted Student Groups: Access**
416 *Gender*: Crafton Hills College (CHC) serves approximately the same proportion of females and
417 males in comparison to the representation in the primary service area adult population.

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

422   marginally lower percentage of Native American students relative to the primary service area
423   population.

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

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

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

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

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

437   ## Goals, Activities, Funding, and Evaluation: Access

438   ### Access Baseline Data
439   Compare the percentage of each population group that is enrolled to the percentage of each
440   group in the adult population within the community served.

441

442   **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%	

443

444   **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%	

445

446   **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%	

447

448   **Table A4***: 2013 – 2014 Course Enrollment and Primary Service Area Population by*
449   *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%	

450

451   **Table A5:** *2013 – 2014 Course Enrollment and Primary Service Area Population by*
452   *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% | |

453

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%	

456

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%	

459

Goals and Activities to Improve Access for Target Student Groups

460
461

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

464   **ACTIVITY A.1** The activities are illustrated in the tables below.

465   **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
466   access of 35-39 year olds from 3.3% to 7.9%.

467

Objective A.1.1: Increase the access of 30-34 year olds from 6.1% in 2013-2014 to 7.6% in 2016-2017. Objective A.1.2: Increase the access of 35-39 year olds from 3.3% in 2013-2014 to 7.9% in 2016-2017. **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

468
469

Objective A.1.3: Increase the access of veterans from 3.3% in 2013-2014 to 7.3% in 2016-2017. **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

470

Objective A.1.4: Increase the access of the disabled from 4.5% in 2013-2014 to 7.8% in 2016-2017. **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

471   **SUCCESS INDICATOR: COURSE COMPLETION**

472   **Campus-Based Research**

473   **Overview**
474   An examination of the data showed that foster youth are disproportionately impacted with regard
475   to course completion.

476   **Indicator Definitions and Data**
477   Ratio by population group of the number of credit courses that students actually complete by the
478   end of the term compared to the number of courses in which students in that group are enrolled
479   on the census day of the term.

480

481   **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%		

482

483

484   **Table B1.A:** *2013 – 2014 Proportion of Grades on Record and Successful Course*
485   *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	

486

487

488 **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%		

489

490

491 **Table B2.A:** *2013 – 2014 Proportion of Grades on Record and Successful Course*
492 *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	

493

494

495

496

497   **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%		

498

499

500   **Table B3.A***: 2013 – 2014 Proportion of Grades on Record and Successful Course*
501   *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	

502

503

504   **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%		

505

506 **Table B4.A:** *2013 – 2014 Proportion of Grades on Record and Successful Course*
507 *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	

508

509

510 **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		

511

512

513 **Table B5.A:** *2013 – 2014 Proportion of Grades on Record and Successful Course*
514 *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	

515

516

517 **Table B6:** *2013 – 2014 Course Success by Foster Youth Status, 80% Rule Ratio, and Effect*
518 *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%		

519

520

521 **Table B6.A:** *2013 – 2014 Proportion of Grades on Record and Successful Course*
522 *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	

523

524

525 **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%		

526

527

528 **Table B7.A:** *2013 – 2014 Proportion of Grades on Record and Successful Course*
529 *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	

530

Conclusions: Disproportionately Impacted Student Groups

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

535 *Ethnicity*: Caucasian students had the highest success rate (77%) and were the reference group.
536 When we compared all of the other ethnic groups to Caucasians, none of the ethnic groups had a
537 substantially lower success rate according to all three indices. Students are not
538 disproportionately impacted on course success by ethnicity. At the same time, African American
539 students had almost a substantially (Cohen's $d = -.18$) lower success rate (69%) than Caucasian
540 (77%) students; however, both the 80% rule ratio and the proportionality index were above 90.

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

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

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

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

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

561   ## Goals and Activities: Course Completion

562

563   **GOAL B: COURSE COMPLETION.** Improve the success rate of CHC foster youth students.

564   **ACTIVITY B.1** The activities are illustrated in the table below.

565   **EXPECTED OUTCOME B.1.1**: The expected outcome is to increase the course success rate of foster youth students from 49.0% to
566   58.7%.

Objective B.1.1: Increase the course success of foster youth students from 49.0% in 2013-2014 to 58.7% in 2016-2017. **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

567   # ESL AND BASIC SKILLS COMPLETION

568

569   ## Campus-Based Research

570   ### Overview
571   A close examination of the data revealed that African American students, and those who are in
572   the 30-34 age range or economically disadvantaged are most likely to experience
573   disproportionate impact with regard to mathematics throughput rate.

574   Disproportionate impact in English throughput rate was also found in African American and
575   Hispanic students.

576   ### Indicator Definitions and Data
577   CCCCO Basic Skills Throughput Rate: Ratio of the number of students by population group who
578   complete a transfer level course within three years after having completed their first
579   developmental math or English course at Crafton Hills compared to the number of students who
580   completed such a final course.

581   *Math Basic Skills Throughput Rate*
582   **Table C1:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by*
583   *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		

584

585

586   **Table C1.A:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and*
587   *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	

588

589 **Table C2:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by*
590 *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		

591

592

593 **Table C2.A:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and*
594 *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	

595

596

597 **Table C3:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Age,*
598 *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		

599

600

601 **Table C3.A:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and*
602 *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	

603

604

605 **Table C4:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by*
606 *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		

607

608

609 **Table C4.A:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and*
610 *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	

611

612

613 **Table C5:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by*
614 *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		

615

616

617 **Table C5.A:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and*
618 *Throughput Number by Economically Disadvantaged Status (BOG Fee Waiver) and*
619 *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	

620

621

622 **Table C5.B**: *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by*
623 *Economically Disadvantaged Status (Cal B or C, CARE, Pell, or SEOG), 80% Rule Ratio, and*
624 *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		

625

626

627 **Table C5.C:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and*
628 *Throughput Number by Economically Disadvantaged Status (Cal B or C, CARE, Pell, or*
629 *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	

630

631

632

633 **Table C5.D:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by*
634 *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		

635

636

637 **Table C5.E:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and*
638 *Throughput Number by Economically Disadvantaged Status (Scholarship) and*
639 *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	

640

641

642 **Table C5.F:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by*
643 *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		

644

645

646 **Table C5.G:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and*
647 *Throughput Number by Economically Disadvantaged Status (Work Study Student) and*
648 *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	

649

650

651 **Table C6:** *Fall 2013 to Spring 2014 Math Basic Skills Improvement Rate by Foster Youth*
652 *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		

653

654

655 **Table C6.A:** *Fall 2013 to spring 2014 Proportion of the Number in the Math Cohort and*
656 *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	

657

658

659 **Table C7:** *Fall 2013 to Spring 2014 Math Basic Skills Improvement Rate by Veteran Status,*
660 *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		

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

664

665 **Table C7.A:** *Fall 2013 to spring 2014 Proportion of the Number in the Math Cohort and*
666 *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	

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

670

671   *English Basic Skills Throughput Rate*

672

673   **Table C8***: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by*
674   *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		

675

676

677   **Table C8.A:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and*
678   *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	

679

680

681   **Table C9:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by*
682   *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		

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

685

686 **Table C9.A:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and*
687 *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	

688

689

690 **Table C10:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by*
691 *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		

692

693

694 **Table C10.A:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort*
695 *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	

696

697

698 **Table C11:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by*
699 *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		

700

701

702 **Table C11.A: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort**
703 **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	

704

705   **Table C12:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by*
706   *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		

707

708

709   **Table C12.A:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort*
710   *and Throughput Number by Economically Disadvantaged Status (BOG Fee Waiver) and*
711   *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	

712

713

714   **Table C12.B:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate*
715   *by Economically Disadvantaged Status (Cal B or C, CARE, Pell, or SEOG), 80% Rule Ratio,*
716   *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		

717

718

49

719   **Table C12.C:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort*
720   *and Throughput Number by Economically Disadvantaged Status (Cal B or C, CARE, Pell, or*
721   *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	

722

723

724   **Table C12.D:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate*
725   *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		

726

727

728   **Table C12.E:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort*
729   *and Throughput Number by Economically Disadvantaged Status (Scholarship) and*
730   *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	

731

732

733 **Table C12.F:** *2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate*
734 *by Economically Disadvantaged Status (Work Study Student), 80% Rule Ratio, and Effect*
735 *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		

736

737

738 **Table C12.G:** *2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort*
739 *and Throughput Number by Economically Disadvantaged Status (Work Study Student) and*
740 *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	

741

742

743 **Table C13:** *Fall 2013 to Spring 2014 English Basic Skills Improvement Rate by Foster Youth*
744 *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		

745

746

747 **Table C13.A:** *Fall 2013 to spring 2014 Proportion of the Number in the English Cohort and*
748 *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	

749

750

751 **Table C14:** *Fall 2013 to spring 2014 English Basic Skills Improvement Rate by Veteran*
752 *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		

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

756

757 **Table C14.A:** *Fall 2013 to spring 2014 Proportion of the Number in the English Cohort and*
758 *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	

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

762

Conclusions: Disproportionately Impacted Student Groups

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

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

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

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

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

818

Goals and Activities: Basic Skills Completion

819

820

821 **GOAL C: Basic Skills Completion**. Increase the English throughput rate of African American and Hispanic students and increase the math throughput

822 rate of African American and economically disadvantaged students.

823 **ACTIVITY C.1 – C.1.4** (Please include the target date in chronological order and identify the responsible person/group for each activity): The activities

824 are illustrated in the tables below.

825 **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

826 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%

827 to 28.2%, and the math throughput rate of economically disadvantaged students from 34.7% to 38.1%.

828

Objective C.1.1: Increase the English throughput rate of African American students from 32.4% in 2013-2014 to 45.2% in 2016-2017. Objective C.1.2: Increase the English throughput rate of Hispanic students from 44.9.0% in 2013-2014 to 46.9% in 2016-2017. **Action Steps** *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?*	Equity Funding	Other Funds
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		

829

Objective C.1.3: Increase the math throughput rate of African American students from 14.0% in 2013-2014 to 28.2% in 2016-2017. Objective C.1.4: Increase the math throughput rate of economically disadvantaged students from 34.7% in 2013-2014 to 38.1% in 2016-2017. **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

830

DEGREE AND CERTIFICATE COMPLETION

Campus-Based Research

Overview

The data revealed several disproportionately impacted groups with regard to degree and certificate completion at Crafton Hills College. Males, African Americans, Hispanics, Native Americans, and students in the 20-34 age range were less likely to complete their degrees and certificates than the reference groups.

Indicator Definitions and Data

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	

850 **Table D2:** *2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by*
851 *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	███████	

852

853

854 **Table D2.A:** *2007 – 2008 to 2012 - 2013 Proportion of Students in the Degree/Certificate*
855 *Completion Cohort and Degree/Certificate Completions by Ethnicity and Proportionality*
856 *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	███████

857

858

859

860

861   **Table D3:** *2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Age,*
862   *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		

863

864

865   **Table D3.A:** *2007 – 2008 To 2012 - 2013 Proportion of Students in the Degree/Certificate*
866   *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	

867

868

869   **Table D4:** *2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by*
870   *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		

871   **Table D4.A***: 2007 – 2008 To 2012 - 2013 Proportion of Students in the Degree/Certificate*
872   *Completion Cohort and Degree/Certificate Completions by Disability Status and*
873   *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	

874

875

876   **Table D5:** *2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by*
877   *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		

878

879

880   **Table D5.A***: 2007 – 2008 To 2012 - 2013 Proportion of Students in the Degree/Certificate*
881   *Completion Cohort and Degree/Certificate Completions by Economic Status and*
882   *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	

883

884

885 **Table D6***: 2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by*
886 *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		

887

888

889 **Table D6.A:** *2007 – 2008 To 2012 - 2013 Proportion of Students in the Degree/Certificate*
890 *Completion Cohort and Degree/Certificate Completions by Veteran Status and Proportionality*
891 *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	

892

893 **Conclusions: Disproportionately Impacted Student Groups**
894 *Gender*: The degree and certificate completion rate was higher for females (20%) than males
895 (15%). Both the 80% rule ratio and the proportionality index indicated that males were
896 disproportionately impacted on the degree and certificate completion rate when compared to
897 females. Specifically, the male completion rate is less than 75% of the female completion rate
898 and male students are proportionately less likely to earn a degree or certificate than females.

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

905 *Age*: Students aged 35 – 39 years comprised the reference group, with a degree and certificate
906 completion rate of 23 percent. Compared to students 35 – 39 years old, the remaining age
907 groups had lower degree and certificate completion rates across all three indices. The data
908 showed there is disproportionate impact for students aged 20 – 24 (10%), 25 – 29 (14%), 30 – 34
909 (14%), and students 50 years old or older (12%).

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

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

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

920   *Veterans*: The degree and certificate completion rate was substantially (Cohen's $d = .21$) higher
921   for students identified as veterans (25%) than for students who were not identified veterans
922   (17%). However, Only 16 Veterans Were Included In The Cohort.

Goals and Activities for Degree and Certificate Completion

GOAL D: DEGREE AND CERTIFICATE COMPLETION. 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%.

	Responsibilities *Who Will Do It?*	Timeline *By When?*
Objective D.1.1: Increase the degree/certificate completion rate of males from 14.6% in 2013-2014 to 17.2% in 2016-2017. **Objective D.1.2**: Increase the degree/certificate completion rate of African American students from 13.3% in 2013-2014 to 16.5% in 2016-2017. **Objective D.1.3**: Increase the degree/certificate completion rate of Hispanic students from 14.1% in 2013-2014 to 16.5% in 2016-2017. **Objective D.1.4**: Increase the degree/certificate completion rate of Native American students from 14.1% in 2013-2014 to 16.5% in 2016-2017. **Action Steps** *What Will Be Done?*		
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

936
937
938

Objective D.1.5: Increase the degree/certificate completion rate of 20-24 year old students from 10.3% in 2013-2014 to 17.2% in 2016-2017. Objective D.1.6: Increase the degree/certificate completion rate of 25-29 year old students from 14.3% in 2013-2014 to 18.0% in 2016-2017. Objective D.1.7: Increase the degree/certificate completion rate of 30-34 year old students from 14.3% in 2013-2014 to 18.0% in 2016-2017. **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

939   **TRANSFER**

940   **Campus-Based Research**

941   **Overview**
942   Groups that were disproportionately impacted in the area of transfer included African American
943   and Hispanic students, and those in all age ranges except 19 or younger.

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

948   **Table E1:** *2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Gender, 80% Rule Ratio,*
949   *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		

950

951

952   **Table E1.A:** *2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and*
953   *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	

954

955

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		

958

959

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	

962

963 **Table E3***: 2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Age, 80% Rule Ratio, and*
964 *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		

965

966

967 **Table E3.A:** *2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and*
968 *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	

969

970

971 **Table E4:** *2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Disability Status, 80% Rule*
972 *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		

973 **Table E4.A:** *2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and*
974 *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	

975

976

977 **Table E5:** *2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Economic Status, 80% Rule*
978 *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		

979

980

981 **Table E5.A:** *2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and*
982 *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	

983

984

985   **Table E6:** *2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Veteran Status, 80% Rule*

986   *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		

987

988

989   **Table E6.A:** *2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and*

990   *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	

991

992   **Conclusions: Disproportionately Impacted Student Groups**

993   *Gender*: The transfer rate was higher for females (31%) than males (28%). However, the

994   difference was not substantial as indicated by the 80% rule, effect size, and proportionality

995   index.

996   *Ethnicity*: With a transfer rate of 26%, Asian students formed the reference group. Compared to

997   the reference group, African American (26%) and Hispanic (22%) students have significantly

998   lower transfer rates using the 80% rule ratio and the effect size index as indices of

999   disproportionality.

1000   *Age*: Students 19 years old or younger had the highest transfer rate (32%) and were the reference

1001   group. When comparing the other age groups every student 20 years old or older appeared to be

1002   disproportionately impacted when their transfer rate was compared to students who were 19

1003   years old or younger. All three indices indicated that students who were 20 years old or older

1004   were disproportionately impacted when compared to students 19 years old or younger.

1005   However, students 19 years old or younger may be more likely to have an educational goal of

1006   transfer than students who are 20 years old or older.

1007   *Disability*: The transfer rate was substantially higher for students not identified as having a
1008   disability (30%) than for students identified as having a disability (18%). All three indices
1009   indicated that the difference was substantial.

1010   *Economically Disadvantaged*: The transfer rate was slightly higher for students who were not
1011   identified as being economically disadvantaged (32%) than for students who were identified as
1012   being economically disadvantaged (27%). However, the difference was not substantial as
1013   indicated by the 80% rule, effect size, and proportionality index.

1014   *Foster Youth*: It wasn't possible to identify a large enough sample of foster youth students to
1015   analyze disproportionate impact on the transfer rate outcome.

1016   *Veterans*: The transfer rate was slightly higher for students who were identified as veterans
1017   (31%) than for students who were identified as not being a veteran (30%). However, the
1018   difference was not substantial as indicated by the 80% rule, effect size, and proportionality
1019   index.

1020

Goals and Activities for Transfer

GOAL E: TRANSFER. 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%.

028

029

Objective E.1: Increase the transfer rate of African American students from 25.9% in 2013-2014 to 28.6% in 2016-2017. Objective E.2: Increase the transfer rate of Hispanic students from 22.2% in 2013-2014 to 28.6% in 2016-2017. **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

74

1030

1031

Objective E.1.3: Increase the transfer rate of 20-24 year old students from 23.0% in 2013-2014 to 25.8% in 2016-2017. **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

75

1032

SUMMARY BUDGET

1034 The table below shows the anticipated expenditures of 2015-2016 Equity funds, the college contribution,
1035 and ongoing costs attributable to Equity funds for subsequent years. The budget is based on the 2014-15
1036 allocation of $277,748 with an additional 70% as suggested by the California Community College
1037 Chancellor's Office. The total amount budgeted was $472,172.

Proposed Budget, 2015-16 Student Equity Funds

Line Item and Purpose	Budget, 2015-16	Detail	Alignment
01-50-02-8100-0214-1480-00-1701 Ramirez	$8,500.00	Innovation Grants	
01-50-02-8103-0214-1283-00-6799 Hoyt	$49,463.99	.5 DE Coordinator	A.1.1., 1.2, 1.3
01-50-02-8103-0214-3xxx-00-6799 Hoyt	$11,736.25	Benefits, DE Coord	
01-50-02-8103-0214-1283-00-6799 Tutor Leads	$100,000.00	Basic Skills Tutoring Leads	A.1.1, 1.2, B.1.1, C.1.3, 1.4, D.1.5, 1.6, 1.7, E.1.1, 1.2
01-50-02-8104-0214-2400-00-6110 Tutoring	$100,000.00	Basic Skills Tutoring and Instructional Support	
01-50-02-8120-0214-1283-00-6499 Foster Youth	$18,389.00	0.25 Foster Youth Counselor	B.1.1
01-50-02-8120-0214-3xxx-00-6499 Foster Youth	$5,779.00	Benefits, Foster Youth Counselor	
01-50-02-8202-0214-1283-00-6320 Re-Entry	$20,249.00	.5 Re-entry Counselor	A.1.1, 1.2
01-50-02-8202-0214-3xxx-00-6320 Re-Entry	$6,318.00	Benefits, Re-Entry Counselor	
01-50-02-8207-0214-2181-00-6320 Follow-up	$25,170.00	.5 Student Success Advisor	C.1.3, 1.4; D.1.5, 7, 7; E.1.1, 1.2
01-50-02-8207-0214-3xxx-00-6320 Follow-up	$13,334.22	Benefits, SS Advisor	
01-50-02-8208-0214-4500-00-6450 PD Supplies	$1,000.00	PD Supplies	A.1.4, B.1.1., C.1.1., 1.2, C.1.3, 1.4, E.1.1, 1.2
01-50-02-8208-0214-5113-00-6450 PD Contract	$5,000.00	PD Contracts	
01-50-02-8208-0214-5200-00-6450 PD Travel	$9,528.00	PD Travel	
01-50-02-9017-0214-2181-00-6600 Research	$33,127.44	.5 Research Assistant	A.1.1.; 1.2; D.1.5, 1.6,1.7
01-50-02-9017-0214-3xxx-00-6600 Research	$7,741.41	Benefits, Research Assistant	
01-50-02-9018-0214-1283-00-6750 PD Coordinator	44,270.19	.5 PD Coordinator	A.1.4, B.1.1., C.1.1., 1.2, C.1.3, 1.4, E.1.1, 1.2
01-50-02-9018-0214-3410-00-6750 PD Coordinator	11,623.04	Benefits, PD Coordinator	
	$471,229.53		

1.70 of last year's allocation= $471,229

1038

1039

1040

1041   **SUMMARY EVALUATION PLAN**

1042

1043   The Student Success, Equity, and Enrollment Management Committee (SSEEM) and the Office of
1044   Institutional Effectiveness, Research, and Planning will conduct annual formative and summative
1045   reviews to assess our progress toward meeting the College's equity goals, and to monitor our progress
1046   toward implementing our planned activities.

1047   Student Equity evaluation has been added to the CHC Office of Institutional Effectiveness, Research
1048   and Planning Research Calendar. During the summer of each year the OIERP will conduct a summative
1049   review of the College's progress toward meeting its equity objectives in each of the five focal areas: (1)
1050   Access, (2) Course Success, (3) Basic Skills Throughput Rate, (4) Degree/Certificate Completion Rate,
1051   and (5) Transfer Rate. The results of the analysis will be shared with the SSEEM Committee and the
1052   College in the fall and will be used to inform the development of further strategies to eliminate access
1053   and achievement gaps, and to identify additional groups that may be disproportionately impacted.
1054   Equally important, the results will be shared with the appropriate programs to inform the planning and
1055   program review process. For example, each year the data concerning the math and English basic skills
1056   throughput rates will be disaggregated by group and shared with the math and English departments to
1057   inform their program reviews.

1058   As part of the summative review, we will track the impact of tutoring services, foster youth counseling,
1059   student success advising, re-entry counseling, and distance education on the success and access of our
1060   disproportionately impacted groups.

1061   The SSEEM Committee will elicit progress reports from the individuals responsible for each activity.
1062   Any barriers to the completion of planning activities will be addressed by the SSEEM Committee, and
1063   action will be taken to remedy them.

1064

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.